

**SAN DIEGO COUNTY
PROBATION DEPARTMENT'S
REPEAT OFFENDER
PREVENTION PROGRAM
FINAL EVALUATION REPORT**

OCTOBER 2002

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ABSTRACT

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ABSTRACT: In 1997, the San Diego County Probation Department received funding from the State of California for the Repeat Offender Prevention Program (ROPP). The purpose of this project was to evaluate the effectiveness of interventions designed to reduce delinquent and criminal behavior among juveniles at high risk of becoming serious, chronic offenders, as identified in research conducted by the Orange County Probation Department. This final report includes findings from the outcome and process evaluations that were conducted by the San Diego Association of Governments, as well as a description of the program and research methodology.

ACKNOWLEDGEMENTS

This report is the result of collaboration between the San Diego County Probation Department and the Criminal Justice Research Division of the San Diego Association of Governments (SANDAG). Special thanks are extended to Probation Department staff who have reviewed this final report, as well as contributed significantly to the development of the project. These include Kim Broderick, Marty Kusior, Lolita Lizarraga, Rose Perrian, Pixie Saiz, Lynn Riego de Dios, and Sara Vickers, as well as all of the team members and staff at the FACTOR Center. In addition, the production of this report would not have been possible without the assistance of SANDAG Criminal Justice Research Division staff, including Gwen Andry, Christine Brena, Shannon Courtney, Pam Drew, Jackie Esterly, Carlos Hernandez, Sandy Keaton, Angela Levinson, Mara Libuser, Roni Melton, Lilita Mercado, Darlaine Hctor Mulmat, Deana Piazza, Lindi Schirmer, and Linda Sullivan.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

INTRODUCTION AND BACKGROUND INFORMATION

San Diego County was one of eight counties that received funding from the State of California for the Repeat Offender Prevention Program (ROPP). The six-year project, which was supported in part by state funds totaling \$14,275,000, evaluated the effectiveness of interventions designed to reduce delinquent and criminal behavior among juveniles at high risk of becoming serious, chronic offenders, as identified in research conducted by the Orange County Probation Department (Schumacher & Kurz, 2000). Specifically, the project targeted first-time wards, age 15½ years or younger, with at least three of the following four risk factors:

- School behavior and performance problems (attendance problems, suspension/expulsion, failure of two or more classes);
- Family problems (poor supervision/control, history of domestic violence, child abuse/neglect, family members with criminal backgrounds);
- Substance abuse problems (regular use of alcohol or other drugs); and/or
- High-risk pre-delinquent behaviors (e.g., stealing, chronic runaway, gang membership or association).

All funded counties were required to provide ROPP services as part of a multi-agency, multi-disciplinary program, and to evaluate program effectiveness by randomly assigning all eligible juveniles to ROPP (treatment group) or to standard probation (comparison group) for the purposes of comparing the groups on the following outcomes:

- Number, subject matter, and disposition of subsequent petitions to declare the minor a ward of the juvenile court;
- Number of days served in any local or state correctional facilities;
- Number of days of school attendance during the current or most recent semester; and
- Grade point average for the most recently completed school semester.

For each outcome, the groups were compared at 6-, 12-, 18-, and 24-month intervals from point of intake.

San Diego County received a total of \$1,751,951 in state funds to implement ROPP, and budgeted an additional \$1,101,903 in local funds. This report describes San Diego County's ROPP program and the results of the program evaluation.

RESEARCH METHODOLOGY

Outcome Evaluation

Pursuant to legislative requirements, a true experimental design was used to evaluate program outcomes, wherein all eligible juveniles were randomly assigned to ROPP (treatment group) or standard probation (comparison group). Between May 1997 and December 2001, 196 cases were assigned to the treatment group and 171 to the comparison group, for a total of 367 cases.

Outcome measures were captured at six-month intervals from program entry up to a maximum of 24 months and included demographic characteristics, offending patterns, risk factors, school performance, and strength and protective factors. Specific hypotheses of interest related to re-offending, fulfillment of court-ordered obligations, school performance, and risk factors. Data were collected from Probation case files and computer records, and additional data for the ROPP sample were collected from an extensive assessment that was conducted every six months, as well as at program exit.

Process Evaluation

The purpose of the process evaluation included facilitating program replication by documenting implementation, as well as collecting qualitative information that would place the findings of the impact evaluation in context. In addition to collecting data from program files, research staff conducted interviews with program staff at three different times, distributed two separate service provider surveys, and also interviewed program youth and a member of their family. Information collected through the process evaluation included program participation and service delivery measures, as well as information about participants' opinions of the program.

RESEARCH RESULTS

Descriptive Statistics for the Samples

At the time of randomization, the juveniles assigned to the ROPP sample and the comparison group closely resembled one another on the characteristics that were measured. The youth were under 15½ (the average age of both groups was 14) and primarily represented ethnic minorities. Over one-half were receiving public assistance, and many lived in single-parent homes. All of the juveniles had family issues upon program assignment, which most often included a lack of supervision and significant stress. In addition, almost all had school issues, which included attendance problems, low grades, and a history of suspensions and/or expulsions, and pre-delinquency issues, such as associating with criminal peers. About one-half had substance use issues.

Hypothesis Testing Results

Re-Offending Hypotheses

One of the goals of ROPP is to use intensive resources targeted at a youth's individual needs to reduce the likelihood of repeat offending. Over the 24-month reassessment period, there was no significant difference in the percentage of youth in either group that had a petition filed or sustained in juvenile court. However, ROPP clients were significantly more likely to return to juvenile court for a probation violation in each of the reassessment periods compared to those on standard probation in the comparison group. This demonstrates the increased accountability on the part of ROPP clients. In addition, youth in the ROPP sample were less likely to be on warrant status and were on warrant status for fewer days.

It should be noted that these results are presented for all ROPP clients, regardless of whether they successfully completed the program or not, and that the pattern of results is different when the analyses are limited to this first group. For example, the percentage of successful clients with a filed petition during reassessment was significantly lower than those who left the program for other reasons, including special program placement (e.g., at 24 months, 23% of successful clients compared to 48% of unsuccessful clients).

Court-Ordered Obligation Hypotheses

The four BOC hypotheses related to court-ordered obligations were true in regard to the higher rate of compliance for the ROPP sample. These included the ROPP sample would have fewer positive drug tests, a higher rate of completion of restitution, a higher rate of completion of fines, and a higher rate of completion of community service.

School Performance Hypotheses

The intensive level of service offered to ROPP cases often allowed staff to intervene in the youth's school plan. Some of the positive impacts of this intervention included a higher grade point average, passing a greater number of classes, and failing a fewer number of classes.

Risk Factor Hypotheses

While a similar percentage of youth in both groups was described as being less likely to use alcohol and other drugs in the reassessment periods, the comparison of assessment scores for the ROPP sample over time revealed that they were less likely to be at-risk in such areas as criminality, education, substance use, relationships, and parental substance abuse at exit, compared to intake.

Process Evaluation Results

Program Participation Measures

ROPP youth who had exited the program were engaged for an average of 455 days, or 1.2 years, while those who were still active at the end of the grant period had been involved an average of 3.2 years. Individuals in the comparison group were on probation for an average of 3.5 years, overall. A little over one-half (53%) of the ROPP sample successfully exited the program, with about one-third (36%) requiring special program placement due to higher level needs that could be better addressed elsewhere.

Service Delivery Measures

There was little difference between the two groups in their court-ordered obligations, but there was a significant difference in the number of drug tests that ROPP clients received and the amount of Probation Officer contact. ROPP youth averaged 19.6 contacts over a six-month period, compared to just 7.2 for the comparison group. Individuals in ROPP also were provided with transportation, while this service was not typically available for the comparison group.

Supplemental Measures

Data from youth and parent interviews indicated that there was an increased awareness of program services over time, as well as a high level of satisfaction with program staff and the program overall.

CONCLUSIONS

Integration of Findings

The results of the impact evaluation yielded variable results in terms of the expected outcomes. While the ROPP sample did not have fewer filed or sustained petitions, they were more likely to receive probation violations, which demonstrates the increased level of accountability that accompanied increased supervision. Other outcome measures also were positive in at least one of the four reassessment periods presented.

Limitations of Research

Limitations discussed in the report include the fact that documentation was poor on some outcome variables, affecting the amount of information available for comparison, that the comparison group received a higher than average amount of services due to changes in the Probation Department in the last decade, and that increased supervision can sometimes lead to the detection of unfavorable outcomes that would otherwise go unnoticed. While greater awareness of the needs of youth at-risk of re-offending may affect outcomes, overall such awareness can have a positive impact on treatment because intervention is likely to occur earlier.

Recommendations for Future Research

Recommendations for future research include maintaining proper documentation and having a better understanding of what data are and are not available. Additionally, research is strengthened by the expertise of program staff and the triangulation of research methods.

DISCUSSION

What We Found That Worked

- Maintaining a small client-to-staff ratio;
- Using the wraparound approach;
- Implementing centrally-located services;
- Utilizing graduated sanctions and immediate responses;
- Providing intensive alcohol and drug-related treatment services; and
- Having an on-site court school.

What Didn't Work

- Including youth who are better served through programs that focus on specific risk factors; and
- Relying upon services outside the target community.

Problems That We Encountered

- Lack of parental support;
- Fostering continued collaboration and communication between and within agencies; and
- Limited space for staff and clients.

Future Plans for the Project

- Revising the screening process;
- Identifying a larger facility; and
- Forming an on-site collaborative with an alcohol and drug program.

Recommendations for Other Counties

- Use a Collaborative Approach
- Maintain Caseloads between 15 to 20 youth;
- Provide centrally-located comprehensive services;
- Provide on-going training to staff;
- Reduce staff turnover;
- Establish efficient information systems; and
- Utilize participatory methods.

CHAPTER 1
INTRODUCTION AND
BACKGROUND INFORMATION

CHAPTER 1

INTRODUCTION AND BACKGROUND INFORMATION

INTRODUCTION

In the late 1980s and early 1990s, Orange County conducted exploratory studies that resulted in the identification of characteristics or “risk factors” associated with serious, chronic offending by juveniles (Schumacher & Kurz, 2000). Over a three-year period, first-time offenders with these risk factors were found to account for 55 percent of all repeat offenses. Commonly referred to as the “8% Problem” or “8% Population”, these juveniles constituted only eight percent of all first-time offenders. The “8% Population” risk factors identified in the Orange County research included:

- being a first-time ward of the juvenile court at age 15½ years or younger; and
- displaying at least three of the following:
 - school behavior and performance problems (attendance problems, suspension/expulsion, failure of two or more classes);
 - family problems (poor supervision/control, history of domestic violence, child abuse/neglect, family members with criminal backgrounds);
 - substance abuse problems (regular use of alcohol or other drugs); and/or
 - high-risk pre-delinquent behaviors (e.g., stealing, chronic runaway, gang membership or association).

In 1994, the California Legislature established a three-year pilot project, contingent upon the appropriation of funds, to be called the Repeat Offender Prevention Program (ROPP). The legislation called for the Counties of Fresno, Humboldt, Los Angeles, Orange, San Diego, San Mateo, and Solano to design, establish, implement, and evaluate a model program to meet the needs of the “8% Population,” as identified in the Orange County research. The enabling legislation (Welfare and Institution Code Section 743-749) further specified that:

- programs involve a collaborative team approach to case assessment and management;
- both the participating youth and their families receive services developed by a multi-disciplinary team;
- each program be evaluated by randomly assigning all eligible juveniles to ROPP (treatment group) or to standard probation (comparison group), and then comparing the groups on the following outcomes at 6-, 12-, 18-, and 24-month intervals:
 - number, subject matter, and disposition of subsequent petitions to declare the minor a ward of the juvenile court;

- number of days served in any local or state correction facilities;
 - number of days of school attendance during the current or most recent semester; and
 - grade point average for the most recently completed semester;
- each county submit written progress reports and evaluation reports to the Board of Corrections (BOC); and
 - based upon the County reports, the BOC provide annual reports to the Legislature on the effectiveness of the program in achieving the demonstration project and program goals.

The 1996/97 Budget Act (Chapter 162) appropriated \$3.5 million for ROPP. The 1997/98 Budget Act (Chapter 282) augmented the initial funding by \$3.5 million and extended the grant expiration date from June 30, 1999, to June 30, 2000. In 1998, the Legislature passed AB 2594 (Chapter 327), which made the City/County of San Francisco eligible for ROPP funds. In addition, the 1998/99 Budget Act (Chapter 324) appropriated another \$3.8 million to ROPP and extended the grant to June 30, 2001. To give counties the opportunity to increase the number of participants in their projects, as well as the time needed to thoroughly assess the impact of interventions, the Legislature subsequently extended the grant period until June 30, 2002, and provided \$3.8 million to fund this extension in the 2000/2001 Budget Act (Chapter 52).

San Diego County received a total of \$1,751,951 in state funds to implement ROPP and budgeted an additional \$1,101,903 in local funds. This report describes San Diego County's ROPP program and the results of the program evaluation that was conducted by the San Diego Association of Governments (SANDAG).

BACKGROUND INFORMATION

Steps Taken to Develop Local Program

During the 1990s, the County of San Diego pursued methods for increasing the capacity and responsiveness of the juvenile justice system to ensure public safety. Juvenile institutions were overcrowded, with lists of youth awaiting placement in correctional programs or private residential settings. Compared to any other county in California, San Diego County had the highest number of youth placed in private residential programs. Lacking local treatment alternatives, resources were utilized outside the County that offered little or no opportunity for family involvement. The need became apparent for local treatment alternatives and sentencing options that provided a continuum of responses, including prevention, early intervention, supervision, treatment, and graduated sanctions.

As a result, in 1994 funds were received through AB 1741 to blend existing resources to better serve youth and families in seven areas of the San Diego region. Three additional communities received Title V Delinquency Prevention Project funds for collaborative prevention programs that built upon community strengths while addressing risk factors. The number one priority for the San Diego County Board of Supervisors was to find solutions for the juvenile justice system. The Board of Supervisors seeded a trust fund with \$1 million to address the problem of juvenile delinquency and provide local sentencing alternatives to reduce the number of placements outside the County with continuation funding to be based upon the following:

- accrued annual interest;
- net savings resulting from court management efficiencies; and
- the placement of juveniles in local alternatives at a lower cost than previously utilized residential treatment facilities outside the county.

In February 1995, as part of the AB 1741 grant, a group formed in San Diego County to review the findings from Orange County, as well as design and implement a program specific for the San Diego region. The 8% Solution proposed by Orange County fit into the continuum of services identified in both the Office for Juvenile Justice (OJJDP) and SB 1760 Challenge grant processes as early intervention for identified high-risk delinquent youth, as well as prevention for siblings. As a result, San Diego County began developing a collaborative program between the Probation Department and Health and Human Services (formerly the Department of Social Services and the Department of Health Services), based upon the model designed in Orange County.

Shortly thereafter, funds were available through state legislation and administered by the California Board of Corrections (BOC) for replication of the Orange County model, as part of a four-year pilot program. San Diego applied, was chosen as one of eight sites to participate in this demonstration project, and became fully operational on May 1, 1997.

Description of Program

Program Goals/Objectives

The goals of the Repeat Offender Prevention Program (ROPP) are to improve family functioning and reduce delinquency through the provision of integrated services to families as opposed to the traditional, often fragmented approach of services to individuals. This “wraparound” approach is implemented in order to meet the program’s primary goals of reducing the number of minors’ law violations, custody days, and petition filings, as well as reducing sibling involvement in the juvenile justice system, while reducing costs to the system.

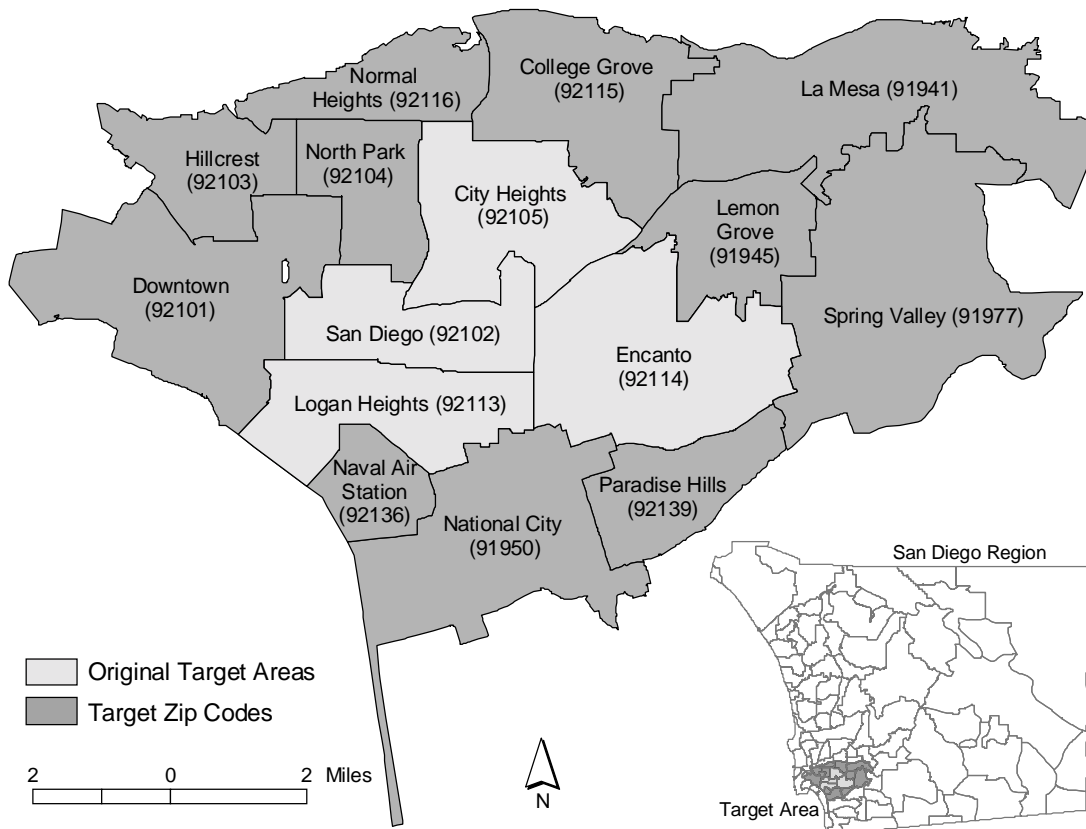
The program intends to meet these goals by reducing identified risk factors, including those issues related to family, school, drugs and alcohol, and pre-delinquency behavior, and increasing protective factors through an intensive, multi-disciplinary approach. The program focuses on stabilizing the family via intensive start-up services, linking the family to existing resources and to the community infrastructure, and empowering the family to take charge of themselves in their own community prior to program completion. ROPP hopes to decrease the life-long pattern and escalation of offender behavior of the ward and siblings. Improved school attendance and high school graduation (or equivalency) also are goals.

Interviews with program staff over the course of the grant revealed that they understood and appreciated the wraparound approach and goals of increasing participant awareness of community resources and linking families to community agencies. In addition, over time, a greater percentage also stressed the importance of strengthening the family and reducing recidivism. When asked how ROPP differed from other Probation programs, many noted that ROPP was more intensive, provided benefits to the entire family, and worked closely as a team with other providers.

Clients Served

Upon declaration of wardship, the Probation Department conducts a risk/need assessment of juveniles. Recommendations are made for various placements (e.g., Juvenile Hall, Juvenile Ranch Facility, 24-hour school, etc.). All wards age 15½ or younger are referred to ROPP. After referral to ROPP, the Project Supervisor determines if the youth resides in the target area and conducts an additional screening based upon the criteria developed by the Orange County site. The target area initially included four zip codes and expanded to a total of 15 communities (Figure 1.1).

Figure 1.1
ROPP TARGET AREA
ROPP Final Evaluation Report, October 2002



According to the criteria developed by the Orange County study, target youth must be 15½ years of age or younger at the time wardship is declared and have at least one sibling residing in the home. As of September 1998, wards with no siblings also were included in the San Diego program. In addition, at least three of the following risk factors must be shown through an initial assessment:

- **Family Issues:** lack of supervision and control, criminal family influence, family violence, and/or significant stress;
- **School Problems:** attendance, academic, and/or behavior problems;
- **Substance Abuse:** occasional or frequent alcohol and/or drug abuse; and/or
- **Pre-Delinquency Factors:** gang identification, patterns of theft, runaway behavior, and/or criminal peers.

Program Components

Assessment

Once assigned to ROPP, the needs of the target family are identified through an assessment process. Teams conduct these assessments in the homes of juveniles and their families to determine the strengths and needs upon which to base service delivery. Input from the family is obtained as the individualized service plan is developed. The wraparound approach is utilized for all family members. This approach attempts to connect families with services and other natural helpers (e.g., churches) within their neighborhood so that they will not become dependent upon the program. The theory is that immersion within their own community will increase the chances of success beyond program participation.

The assessment typically involves team members meeting with the family at their home, the Probation office, or at the program site. That is, the Probation Officer takes the lead by meeting with the ward and at least one parent for the initial interview, usually at the program site and within 72 hours of program assignment. This initial interview focuses on compliance with the court order and probation conditions, as well as probation monitoring. Accountability issues are discussed related to restitution, fine, and community service obligations. In addition, the value of stayed custody time is explained. That is, a consequence for any non-compliance can be the imposition of stayed custody without any additional court hearings. School enrollment is determined and the requirement of mandatory school attendance is discussed. If the ward and siblings are not enrolled and/or attending school, assistance is provided (e.g., referral to a court school) on site or in the community. The Probation Officer makes any necessary referrals to community-based agencies as related to the court order. Prior to terminating the initial interview, a home visit is scheduled for within two to four days. During the home visit, the Probation Officer introduces the family to the ROPP concept, provides the business cards of the Social Worker and Drug and Alcohol Specialist, and informs them that fellow team members will be calling for appointments or making home visits.

The Social Worker and Drug and Alcohol Specialist independently assess the ward and each family member when appropriate or requested by the family, utilizing structured assessment instruments (e.g., the Substance Abuse Subtle Screening Inventory, SASSI). Simultaneously, the Probation Officer continues to maintain contact with the ward and family members. The team works at engaging the family, soliciting the family's input, and obtaining information on each family member's strengths and interests.

Measures taken to identify the needs of the family include completing standardized intake instruments (e.g., the “Bruner” assessment, the San Diego Risk Resiliency Check-Up), performing a psychological evaluation, conducting drug tests, and compiling background information (e.g., checking criminal history and school records, and reviewing social histories).

Case Plan Development

Provided with this information, a plan is devised to best address the needs of that particular family. Accurately assessing a family's needs takes time because it requires a certain level of trust to be established between the team members and family, as well as a willingness to accept the services that are offered. Specifically, within 30 to 45 days of the initial Probation Officer interview, the team meets with the Supervising Probation Officer and Clinical Psychologist to develop an individualized service plan for the family. The goal of the service plan is to empower the wards and their families to effectively handle family, school, and community issues, comply with court orders, and remain law abiding.

Consensus is reached on case planning and determining what services and which resources will be utilized. A menu of services from a variety of resources is preferred over designated community-based organizations to best meet the needs of the ward and family. Priority is given to any requests by the family for specific services, as well as linking the family to services in their neighborhood. The following services are available for ROPP cases:

- **Family Preservation/Support Services:** These services include financial assistance, living skills, emergency food/clothing, homemaker services, community health care, and transportation. As of July 1998, Family Unity meetings were also available to families in need. A neutral party facilitates these meetings (i.e., the Protective Services Worker from another ROPP team) to give the family an opportunity for a more active role in assessment and case planning. The necessity of utilizing a neutral party in the wraparound approach also has been asserted by other ROPP sites (i.e., Humboldt County). The majority of participants in each Family Unity meeting are family members and their personal support team. The family takes the lead by inviting everyone to the meeting. ROPP staff members are secondary participants. The family presents their own concerns and issues, followed by brainstorming solutions and case planning. Each person at the meeting takes responsibility for an action as directed by the family.
- **Community Safety Measures:** Program options that are included to ensure community safety include intensive field supervision, day treatment, house arrest, electronic monitoring, placement, hospitalization, institutional confinement, and drug and alcohol testing.
- **Accountability Measures:** Program participants are held accountable for their actions through community service, restitution, fines, victim mediation, and short-term confinement.
- **Competence Building Services:** Program components to build client competencies include social skills, problem solving, academic skills (e.g., special education, individualized educational plans, English as a second language), recreation, athletic activities, arts and crafts activities, mental health services, substance abuse education, anger management, conflict resolution, mediation, rites of passage (e.g., graduation certificates, awards, recognition ceremonies), and youth congress.

- **Support Services:** Other services designed to support the client and his/her family include Girls' Group, Girl Scouts, individual, group, and family counseling, parent education/training, prevention counseling (e.g., violence, gangs, and substance abuse), advocacy services, substance abuse treatment, vocational services, job placement, family preservation services, positive peer culture, support groups, values clarification, mentoring, after school activities, and aftercare.

With the strengths and interests of the ward and family considered, every service plan includes individual competency building and pro-social activities. A goal is for all youth to eventually transfer to mainstream schools whenever possible. Educating and empowering parents to be advocates for their children's public school education is an essential part of every case plan. As the family unit stabilizes, the team introduces and encourages family activities that are cost-free except for transportation (e.g., picnics, hikes, camping, fishing, the beach, museums, and concerts in the park). Passes to sporting events, the zoo, and other activities also are provided to families. The case plan is flexible. Alterations and additions are expected as more information is obtained on each family member and adjustments also are made as families become more capable of managing their lives.

Services for Family Members

In addition to addressing the needs of wards, prevention services to siblings are geared to prevent entry into the juvenile justice system. Family preservation and support services to families are also provided in an effort to promote a stable home environment for each family. Graduated levels of intervention services are introduced to promote pro-social behavior for all family members. As program completion approaches, the aftercare component begins and focuses on the community in which the juvenile and family reside, with neighborhood groups taking the lead in providing an on-going support system to the family and ensuring that the family is linked to on-going community services. Examples of neighborhood groups include: extended family members, churches, ministers, community-based organizations, community mentors, employers, private businesses, neighbors, schools, teachers, tutors, the Police Athletic League, Parks and Recreation, Volunteers in Probation, Hamilton New Beginnings, Mid-City for Youth, 92105 Families in Community Partnerships, 41st Street Family Resource Center, Garfield Collaborative, Memorial Adolescent Services Center, Project New Village, and Lincoln/Gompers Healthy Start Collaborative.

Beyond the ward and siblings, services also are provided to parents. The definition of parents includes parents and step-parents living in the home, biological parents living outside the home, and any other adults living in the home. For example, with respect to alcohol and other drug abuse issues, parents are offered a variety of services and referrals, including the following:

- **Detoxification:** Detoxification includes referrals to Volunteers of America (VOA) detoxification center, including transportation by ROPP staff to the center and coordination of services between ROPP and VOA staff.
- **Outpatient Treatment:** This component includes referrals to Family Centered Services (FCS), which includes bilingual services.
- **Self-Help Groups:** Assistance is provided through referrals to such self-help groups as AA, NA, and Al-Anon.

Program Termination

Various circumstances result in a juvenile being terminated from the program. These include when a minor is:

- in compliance with his/her probation conditions and completes the program successfully;
- given a 750 transfer out of the county and interstate compact cases (in these cases, a youth relocates outside of the county or state and is placed on probation in his/her new location.);
- placed in a residential treatment facility (RTF);
- placed in a foster home;
- transferred to the Gang Suppression Unit (GSU);
- committed to Camp Barrett or the California Youth Authority (CYA); or
- declared a dependant ward and probation jurisdiction is terminated.

When program staff were interviewed in 2001, they were asked to describe how successful completion of program requirements is determined. The most frequently cited method of completion was meeting all the conditions of probation as specified in the court order. Other major criteria included family empowerment and stability, being drug free, and not committing any new offenses.

Delivery System

ROPP services are provided through a multi-disciplinary team consisting of a Probation Officer, Protective Services Worker (i.e., Social Worker), Community Family Monitor (i.e., Correctional Deputy Probation Officer), Drug and Alcohol Specialist, and Student Worker. Community Family Monitors were added to the teams in July 1998 to help ensure compliance with court orders, provide transportation for families, develop community resources, make home, school, and curfew checks, and assist with assessments and case plan development, as well as document service delivery.

With the exception of the Drug and Alcohol Specialist and the Student Worker, the team members are available by pager 24 hours per day, seven days per week. The Drug and Alcohol Specialist monitors all minors with court-ordered drug and alcohol testing and/or treatment to ensure compliance with those probation conditions. The Student Worker provides transportation, acts as a general assistant to the team, and sometimes serves as a tutor for wards. A Psychologist provides clinical consultation to identify mental health issues and learning disabilities. Student interns and volunteers (i.e., Reserve Deputy Probation Officers (RDPOs)) assist Probation Officers with office-related responsibilities (e.g., respond to telephone calls, file paperwork, send referrals, obtain information on community resources, and assist with documentation of service delivery), and accompany Probation Officers on visits to the home, school, and community-based agencies to verify compliance. Bilingual volunteers also provide translation services.

Community-based organizations are utilized to provide a variety of services to families. A Supervising Probation Officer supervises the teams. Initially, the program was comprised of two teams with 30 cases each. In June 1999, the program expanded to include three teams with 25 cases each, and two years later, to four teams. Academic instruction is provided through the Summit School program, operated in two on-site classrooms. The frequency with which staff meet with participants varies as a function of need and frequently involves face-to-face contacts by Probation Officers, going on home or school visits, and making phone contact.

Though the program offices were initially located at the Juvenile Probation Center and then moved to an adult Probation office closer to the community served, as of March 1999, the program has been located in the community at the Family and Community Team OutReach (FACTOR) Center. A broad spectrum of services is now provided in a single location in the Centre City area of San Diego, which is accessible by public transportation.

To ensure consistency and continuity of service delivery to families, all team members share information and work cooperatively with one another. Regular team and staff meetings are held, which serve a variety of purposes, including updating staff on program status and procedures, brainstorming, reviewing policies, training, and collaborating on cases.

Service Providers and Collaboration

Whenever possible, ROPP utilizes services within the community to address the needs of clients. As has been previously mentioned, the “wraparound” approach not only leverages valuable resources for clients based upon their individual circumstances (which are dynamic), but also creates an environment in which clients are less dependent upon ROPP so that the transition away from ROPP services is easier. That is, the services are rooted in the community in which the client lives so that reliance gravitates toward the community rather than program staff.

A number of services offered to ROPP juveniles and their families are provided by local service providers on site. Group, individual, and family counseling services are provided through Spectrum, a county mental health contractor. Vista Hill Learning Assistance Center also provides access to on-site counseling services, as well as school-based therapy. Juveniles and their siblings have the opportunity to attend school and receive tutoring at the FACTOR Center. Other group activities offered by various providers working from the program site include Girl Scouts and Boy Scouts, Living the Experience, Aftercare, Girls’ Group, and Boys’ Group. In addition, youth and families also are frequently referred to outside agencies that offer such services as after-school activities, community service, domestic violence counseling, drug counseling, treatment and testing, educational services and school interventions, family preservation services, gang counseling, individual and group counseling, in-home counseling and services, job training and employment, medical services, mentors, parent training, psychological evaluations and psychiatric services, respite care, and transportation.

Overall, ROPP staff have described the level of coordination between their staff and outside agency personnel favorably. To ensure that services are integrated and coordinated, regular reports are maintained in a central file for use by all team members and service providers. Team members regularly discuss the case and service needs, and one team member acts as the coordinator for each ward to ensure that services meet the needs of the juvenile and the family. Several methods are utilized to ensure that program youth are attending scheduled sessions with service providers and to address situations that arise when they are not. These include dropping by the agency and discussing the situation with the youth, family, and program staff. Initial resistance to participation is addressed through reminders, discussions with the minor regarding the importance of compliance, and sometimes accompaniment to the program. If repeated efforts to engage the youth are unsuccessful, graduated sanctions will be imposed.

Description of Standard Probation Services

Minors in the comparison group for this project were assigned to current existing probation supervision caseloads. As a result of the success of ROPP, standard probation gradually integrated elements of the ROPP model, including family, strength-based, and wraparound approaches to case planning. Regular supervision focuses on wards of the court under the age of 18 who are determined to be a high risk to the community. Major differences between the comparison group and the ROPP sample include caseload size and intensity of intervention. For regular supervision, caseloads may be up to 50 youth compared to 15 youth per ROPP caseload. A minimum of one monthly face-to-face contact is required of regular supervision officers. The larger caseload limits the frequency of contact with the youth and family, as well as the Probation Officer's ability to devote time to research resources and provide services.

Another existing supervision option is the Gang Suppression Unit (GSU), which provides intrusive supervision for documented gang members with an emphasis on a high level of community control through proactive enforcement of probation conditions by utilizing search, drug test, surveillance, and liaisons with law enforcement. Caseload size for each Probation Officer does not exceed 40 youth for GSU.

Program Implementation and Modification

Nearly all of the staff members interviewed during the course of the evaluation reported satisfaction with how ROPP had been implemented and administered. Almost all felt that they could give input to program administrators and that this input was well-received. In addition, other staff noted that they felt like they were really making a difference in families' lives and they had a good supervisor whom they respected and who was very supportive of staff and program goals.

As the timeline in Table 1.1 shows, ROPP began in May 1997 with the first youth admitted into the program. The program was significantly impacted by a number of modifications over time. First, the Family and Community Team OutReach (FACTOR) Center opened in March 1999. The opening of this center enabled the program to be located within the community in which the majority of clients reside. That is, the program became more accessible when the FACTOR Center opened. Second, the caseload size for the program was reduced several times. In May 1999, it was reduced to 25, then to 21 in July 1999, and finally to 15 in November 2000. Caseload reduction enabled program staff to more adequately serve ROPP clients and become more consistent with ROPP caseloads across the state.

Transition services were added to the program in July 1999. These services assist the clients as they move from dependence upon ROPP services to a life of self-sufficiency as productive citizens. In addition, as of January 2000, clients could be retained in ROPP even if they received a lengthy custody commitment and services through another local juvenile program, Breaking Cycles. This programmatic change enables the program to utilize the graduated sanctions available through Breaking Cycles without unsuccessfully terminating clients. The use of graduated sanctions is a valuable tool in holding ROPP clients accountable for their actions and moving them away from a delinquent lifestyle. The addition of two multi-disciplinary teams and three Drug and Alcohol Specialists, as well as an increase in the Psychologist's hours, has reduced the staff workload while allowing the program to expand, thereby enabling staff to spend sufficient time with the growing number of program participants.

Table 1.1
ROPP MAJOR MILESTONES
ROPP Final Evaluation Report, October 2002

Activity	Date
First case assigned to program	May 1997
Target area expanded from 4 to 15 zip codes	January 1998
Staff level increases with addition of one Probation Aide, two Community Family Monitors, and change of status of Drug and Alcohol Specialist to full-time	July 1998
FACTOR Center opened	March 1999
Program expansion to 3 teams with 25 cases each	May 1999
Caseload size reduced to 21	July 1999
Transition services added to the program	July 1999
Clients sanctioned with Breaking Cycles are retained in ROPP	January 2000
Caseload size reduced to 15	November 2000
Program expansion to 4 teams	June 2001
Three additional Drug and Alcohol Specialists are added to staff	September 2001
Psychologist increased service hours to program to 30 hours per week	January 2002

CHAPTER 2
RESEARCH METHODOLOGY

CHAPTER 2

RESEARCH METHODOLOGY

OUTCOME EVALUATION

Pursuant to legislative requirements, a true experimental design was used to evaluate program outcomes, wherein all eligible juveniles were randomly assigned to ROPP (treatment group) or standard probation (comparison group). Each minor that was declared a first-time ward and was 15½ years of age or younger was referred to ROPP for eligibility screening by the Supervising Probation Officer. Once program eligibility was determined using procedures and criteria established by Orange County, Probation staff contacted a member of the research team for case assignment to either the treatment or comparison group. The researchers referred to a randomized list that was prepared at program inception to assign cases. The minor's name was entered on the next available line and assigned to the group that was randomly matched with that line. Random assignment to conditions is important because it ensures that the two groups are equivalent on any dimension from the outset and all eligible candidates have an equal chance of being assigned to either group. If any differences between the two groups are later documented, and the only difference between the two groups is the type of services received, then it can be concluded that differences are a result of the treatment and not any disparity in the groups initially.

Statement of Hypotheses

Outcome measures were captured at six-month intervals from program entry up to a maximum of 24 months. Some outcome measures also were collected for the six-month period preceding program entry. Hypothesized outcomes, associated timeframes, and tests of statistical significance are stated below. It should be noted that some of these hypotheses may be tested by other counties who participated in ROPP but are not included in the San Diego County ROPP final report due to unavailable data or because they were inappropriate for the local ROPP design. Also, some of the hypotheses listed below were not required by the BOC evaluation and may be unique to San Diego County.

Re-Offending Hypotheses

- The ROPP sample will have fewer 602 petitions filed than the comparison group.
- The ROPP sample will have more 602 petitions filed for probation violations than the comparison group.
- The ROPP sample will have fewer 602 petitions filed for new law violations than the comparison group.

- The highest filed petitions for the ROPP sample will be for less serious offenses (level and type) than the highest filed petitions for the comparison group.
- Fewer of the ROPP sample than the comparison group will have out-of-home placement or institutional commitments for subsequent dispositions.
- The ROPP sample will have fewer sustained 602 petitions than the comparison group.
- The highest sustained petitions for the ROPP sample will be for less serious offenses (level and type) than the highest sustained petitions for the comparison group.
- Fewer of the ROPP sample than the comparison group will be on warrant status.
- The ROPP sample will have fewer days on warrant status, on average, than the comparison group.
- Fewer youth in the ROPP sample than the comparison group will serve time in custody.
- The ROPP sample will spend fewer days in custody, on average, than the comparison group.

Court-Ordered Obligation Hypotheses

- The ROPP sample will have fewer positive drug tests than the comparison group.
- The ROPP sample will complete restitution at a higher rate than the comparison group.
- The ROPP sample will complete payment of fines at a higher rate than the comparison group.
- The ROPP sample will complete community service at a higher rate than the comparison group.
- The ROPP sample will complete court-ordered work service at a higher rate than the comparison group.

School Performance Hypotheses

- The ROPP sample will attend more days of school, on average, than the comparison group.
- The ROPP sample will achieve higher grades, on average, than the comparison group.
- The ROPP sample will earn more school credits, on average, than the comparison group.
- The ROPP sample will pass more school classes, on average, than the comparison group.
- The ROPP sample will fail fewer school classes, on average, than the comparison group.
- Fewer of the ROPP sample than the comparison group will be suspended from school.
- Fewer of the ROPP sample than the comparison group will be expelled from school.

Risk Factor Hypotheses

- Fewer of the ROPP sample than the comparison group will use drugs and alcohol.
- Fewer of the ROPP sample than the comparison group will have criminal peers or gang affiliations.
- The ROPP sample will have more thriving factors and fewer risk factors over time.

Sample

The first ROPP study case was randomized on May 7, 1997. From May 1997 through December 31, 2001, 196 cases were assigned to the treatment group and 171 to the comparison group, for a total of 367 cases. Eleven additional cases were non-sampled. The majority of these cases did not meet program eligibility criteria. Other reasons included a minor moving from the area within a month of program assignment, a minor's sibling already being in the sample, and a minor providing false initial information to Probation staff. Also, it should be noted that randomization was suspended between September and November 1999 because the program had met its target sample size.

Procedures

Data for the evaluation were collected through review of Probation case files and computer records to document client characteristics upon program entry, as well as changes at six-month intervals following program enrollment. Probation activities and interventions also were documented for each case and updated every six months. Outcomes (e.g., recidivism) also were examined at six-month intervals following program enrollment. All measures of program impact were based upon the common data elements and entered into the database developed by the Orange County site.

Research data were stored in a Microsoft Access database developed for use by all counties with ROPP programs. Variables within the database were established in collaboration with all participating counties and the BOC. Up to June 30, 2002, data elements were collected for each juvenile. The SANDAG project manager provided training regarding proper data collection techniques to research assistants assigned to the project. Specifically, instruction was given in the following areas: locating information in Probation and program files and computer records, recording data properly, conducting surveys and interviews, performing quality control on other research assistants' work, and entering the data into the database. As a reference, a comprehensive instruction binder was provided to each research assistant, outlining the entire data collection process. Informal meetings occurred on an as-needed basis with the research team to discuss project progress and issues. The project manager reviewed and performed quality control on collected and entered data. Data entered were checked for accuracy and completeness using SPSS programs written by the BOC.

In addition, the treatment group received a detailed assessment regarding the needs of the ward and family. This assessment was completed when a juvenile entered the program and again at six-month intervals following program admission, with an additional assessment completed upon exit from the program. This form was based upon several different scales¹ previously established for assessing the needs of juveniles and also was used in the SANDAG evaluation of another local juvenile Probation program (Reflections). When the assessment tool was designed for the Reflections evaluation, it was closely reviewed by the research advisory committee and modified as necessary to be as objective as possible.

¹ The following scales were used: Charles Bruner, Homestart, Colorado Youth Offender Level of Service Inventory, San Diego County Department of Social Services Family Assessment Analysis, NCCD Michigan Delinquency Risk Assessment Scale, and Wisconsin Delinquency Risk Assessment Scale.

The information utilized in completing this assessment was more in-depth than that used in the initial screening designed by the Orange County site. During the evaluation, the multi-disciplinary ROPP team met face-to-face with the youth and family in the home and at the FACTOR Center to complete this needs assessment, while the initial screening was primarily completed through examination of official records and telephone conversations by the program supervisor. Further, the definitions used in this needs assessment are not consistent with the definitions for the initial screening. For example, the initial assessment designed by Orange County defines juvenile substance abuse based upon three categories (i.e., no use, occasional use, and frequent use). Therefore, the data collected through the detailed needs assessment augment the data collected from official records and provide a different view of the issues faced by clients and their families. The gathering of “before” and “after” measures for the treatment group provides a comparison of project participants and the characteristics of those who complete the program successfully and those who do not. Further, the impact of the program is assessed as related to changes over time for cases in ROPP.

Measures

The following information was collected for both the treatment and comparison groups.

- **Demographic Characteristics:** gender, ethnicity, age, living situation (i.e., live with a parent or other adult, number of people living in the home, number of siblings, number of address changes), and receipt of public assistance;
- **Offending Patterns:** current offense, weapon use, victim injury, current disposition, prior dependency and delinquency referrals, petitions filed and sustained, and age at first 602 referral;
- **Risk Factors:** family issues (i.e., lack of supervision and control, criminal family influence, family violence, and significant stress), school problems (i.e., attendance, academic, and/or behavior problems), substance abuse (i.e., occasional or frequent alcohol and/or other drug abuse), and pre-delinquency factors (i.e., gang identification, patterns of theft, runaway behavior, and criminal peers);
- **School Performance:** grade level, school enrollment by type, attendance, grade point average, classes passed/failed, suspensions, expulsions, and learning disability; and
- **Strengths/Protective Factors:** mentors, pro-social activities, and employment.

In addition, the youth and their families in the treatment group were rated as at-risk, safe, or thriving on 52 items that are categorized into 14 subgroups. This assessment was administered upon program entry, and at 6 months and 12 months.

Statistical Analysis

The data collected for the outcome evaluation were analyzed using a number of inferential statistical tests including Analysis of Variance (ANOVA) and Chi-Square. The results of the significance tests are provided in Appendix B. In addition, frequencies and measures of central tendency were used to describe the data.

PROCESS EVALUATION

Purpose

An assessment of the process of program implementation is valuable for two reasons. First, it facilitates program replication because past pitfalls can be avoided and successes duplicated. Second, it helps to place the findings of the impact evaluation in context. That is, documentation of the process shows specifically what is under evaluation.

Approach

In addition to collecting data from program files to measure the primary constructs of interest, additional data collection techniques were used, including interviews and surveys with program staff, participants, and local service providers.

Procedures

Interviews with ROPP Staff

Since the inception of the ROPP program, the research team interviewed program staff three times (i.e., Summer 1998 and 1999, and Spring 2001). The purpose of these interviews was to learn more about staff experiences, opinions of the program, and perceptions regarding coordination with program collaborators. Questions focused on staff characteristics (e.g., role, length of time working with the program, education, and training), perspectives regarding program goals, target population, staff responsibilities, client contact, client needs assessment, service delivery, program satisfaction, and coordination with program staff and collaborators, as well as opinions regarding the effectiveness of other juvenile programs.

Surveys of Service Providers

In 1998 and again in 2000, the research team provided a short, self-administered, mailed survey to service providers within the community in order to gauge awareness of ROPP and understand the nature and extent of collaboration with other agencies and with Probation. Questions focused on familiarity with ROPP, clients served, services delivered, and coordination between agencies. Linkages among and between service providers also were examined.

Client and Family Interviews

To obtain input from program participants, interviews were conducted with a small sample of youth and their parents. The first 20 cases assigned to the program, starting on April 4, 1999, were interviewed within a month following program assignment. A bilingual interviewer conducted interviews in Spanish, when appropriate. At 6 and 12 months following program assignment, the research team attempted to interview the same 20 families to examine changes over time in their perceptions. Starting in December 2000, an additional sample of 20 youth and their families was asked the same questions upon program assignment, as well as at 6 and 12 months following program assignment. This additional sample provides a measure of the program as augmented.

Interview questions included background information (e.g., length of time in the San Diego region, number of children in the home, prior contact with Probation, and parental involvement). Upon program entry, participants were asked to share their expectations for the program, their understanding of the program (e.g., program purpose, services available, and appropriateness of services), family needs, and areas of personal and family lives potentially impacted by the program. During follow-up interviews, respondents rated their experiences with the ROPP program and staff, and discussed any benefits received. Both initial and follow-up interviews included questions to help examine the impact of the program (e.g., quality of family relationships and parental discipline, school performance, peer group activities, financial and housing situation, substance abuse, and marital stability).

Measures

Data concerning the process evaluation include program participation, service delivery, and client satisfaction.

Program Participation Measures

- Average time in program for participants who have separated from the program and those who were still participating as of the end of the grant program.
- Reasons for program separation.

Service Delivery Measures

- Proportion of the ROPP sample and the comparison group who receive the following services as part of their initial service plan: mentoring, counseling, tutoring, transportation, parent education, classes, and mediation.
- Proportion of the ROPP sample and the comparison group who receive the following as part of their terms of probation: drug/alcohol testing, search and seizure, restitution, community service, and fines.
- Amount of program services received by the ROPP sample and the comparison group, including average monthly Probation Officer face-to-face contacts with the juveniles, average monthly Probation Officer face-to-face contacts with the parents of the juvenile, and average monthly number of times transportation was provided to household members.
- Number of drug tests received by the ROPP sample and the comparison group.

Supplemental Measures

- The ROPP samples' awareness of program services.
- ROPP youth and their guardians' relationships with program staff.
- ROPP clients' level of satisfaction with the program and the help they received from program staff.

Samples

Interviews with ROPP Staff

During Summer 1998, nine interviews were completed with ROPP staff. At the time, two teams were operational and those interviewed included the Director of the program, a Supervising Probation Officer, two Deputy Probation Officers, two Social Workers, a Drug and Alcohol Specialist, a Probation Student Worker, and a Psychologist. Five of these individuals had been assigned to be a part of ROPP and four volunteered. The majority (6) had been with the program between one and two years, two had been there longer than two years, and one had been there less than six months.

By Summer 1999, an additional team had been added as a result of increased funding. Similar questions were posed in a second set of interviews with five staff members who had been interviewed in 1998 and were still working with ROPP, as well as 14 additional staff members. The majority of these respondents had been with the program one year or less, six had been involved between one and two years, and one respondent had been involved for more than two years.

The 18 interviews conducted in Spring 2001 included several new staff members and covered basically the same topics as those administered in 1999. Most respondents (10 of 18) had worked with ROPP for more than two years, four had been working with the program for more than one year but less than two, and the remaining four were with ROPP for six to twelve months at the time the interviews were conducted.

Survey of Service Providers

In 1998, surveys were sent to approximately 40 agencies. The initial mailing was in July and a second mailing occurred in September in an attempt to increase the response rate. A total of 18 surveys were returned, for about a 45 percent response rate. There were also two mailings for the 2000 survey; the first in January and the second in March. Of the 44 surveys sent out, 14 were completed, for a response rate of about 32 percent.

Of the 14 total respondents in 2000, five were Directors or Assistant Directors, two were Counselors, one was a Program Supervisor, one was a Services Coordinator, one was an Alcohol and Drug Specialist, and the remaining three did not specify their positions. Directors (9) also accounted for the largest proportion of the 18 respondents to the 1998 survey. Additionally, seven respondents were Coordinators or Program Managers (a noticeably higher share than in 2000), and two were Counselors within their organizations.

The agencies surveyed had a fairly diverse client base. In 2000, all but one (13) of the agencies surveyed, and in 1998, all (18) of the agencies surveyed served at-risk juveniles. Additionally, most of the agencies served families (10 in 2000 and 14 in 1998), parents (8 in 2000 and 13 in 1998), and all children in the family (8 in 2000 and 11 in 1998). About one-third (5) of the agencies in 2000 and one-half (9) of the agencies in 1998 served all of the above populations. In 2000, one agency offered an all-encompassing juvenile and adult program, while three agencies served a more specialized client base not captured in the classifications above.

Client and Family Interviews

The participants selected for interviews had been in the program between 6.5 to 7/5 months at the time of the 6-month follow-up interviews, and between 13 months and 15.5 months at the time of the 12-month follow-up interviews. The extended length of time at 12 months was in an effort to increase the response rate. Because the sampling process was one of convenience and, therefore, may not be representative of the entire group, the results can be used only to describe the experiences of some of the program participants.

Most of the families interviewed have lived in San Diego for at least ten years, some between five and ten years, and a few families had lived here between one and five years. There was an average of 3.3 children under the age of 18 in these families (with a range of one to seven). Involvement in ROPP was the first contact with Probation for all but two of the families, who had had contact with Probation in the past, regarding one of their other children's offenses.

CHAPTER 3
RESEARCH RESULTS

CHAPTER 3

RESEARCH RESULTS

DESCRIPTIVE STATISTICS FOR THE SAMPLES

Demographic information was available for all 367 participants in the treatment and comparison groups. This section provides a comparison of demographic and other background information in order to ensure that statistically significant changes in outcomes are due to program impact rather than sampling bias. Complete background information for all of the participants was not available for some data and will be noted. A table showing the demographic and risk factor data, including unknown information, is provided in Appendix A.

Demographics

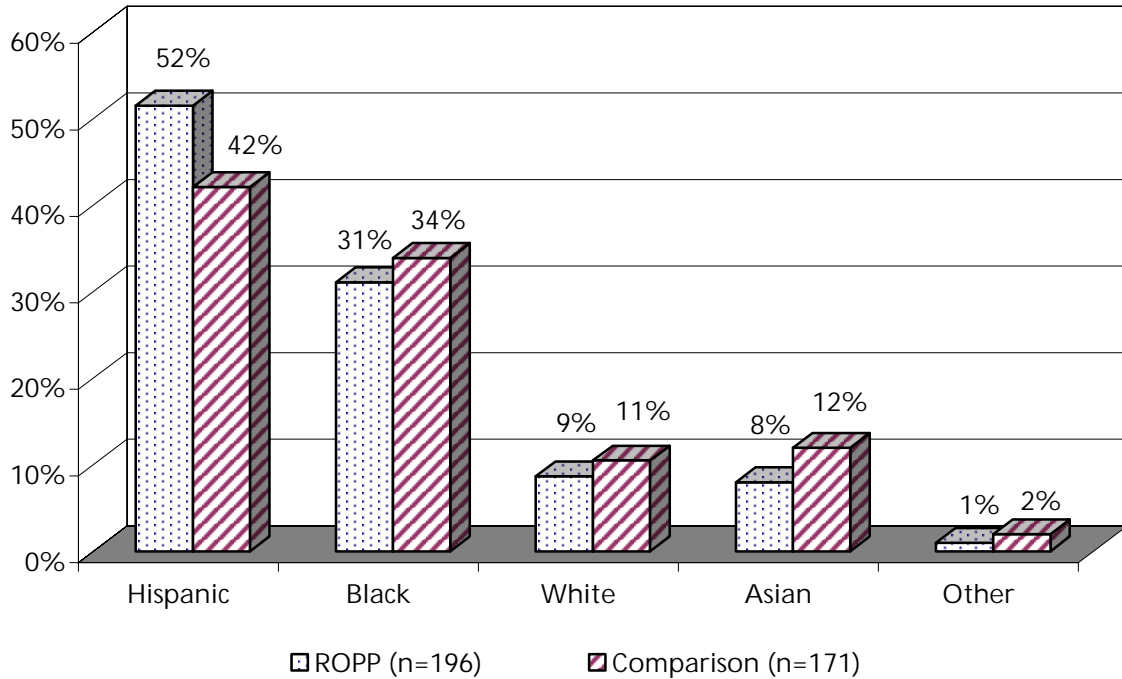
The ROPP sample and comparison group were similar in each of the demographic areas. The average age for both groups was 14 and both groups had more males (83% ROPP and 84% comparison) than females (17% ROPP and 16% comparison), reflecting the greater portion of males in the juvenile justice system, as well as the fact that the implementation of a gender-specific program in the County in 1999 affected the number of girls referred to ROPP after that point (not shown).

The communities that were targeted through ROPP are comprised of a variety of ethnic groups. Each of these groups was represented in the sample (Figure 3.1). Hispanic¹ youth comprised the greatest majority (52% ROPP and 42% comparison), followed by Black youth (31% ROPP and 34% comparison). The proportions for Hispanics and Blacks are larger in the sample than the population in the target communities, which are 37 percent Hispanic and 13 percent Black. In addition, while Whites comprise 34 percent of the population for the target communities, they account for only about ten percent of the ROPP sample and comparison group (U.S. Bureau of the Census, 2000).

Both groups experienced relative stability in terms of address changes. Only 19 percent of the ROPP sample and 26 percent of the comparison group had one or more address changes in the year prior to program entry. However, around one-half (52% and 54%, respectively) of the participants' families in both groups received public assistance at the time of case assignment (not shown).

¹ The ethnic groups in this report are referred to as Hispanic, White, Black, Asian, and Other in the text. While many people may prefer to identify themselves as African American rather than Black, Latino rather than Hispanic, or as a member of a particular ethnic group rather than White or Asian, SANDAG uses terminology consistent with the 2000 Census questionnaire to ensure comparability with historical data.

Figure 3.1
ROPP SAMPLE AND COMPARISON GROUP ETHNICITY
 ROPP Final Evaluation Report, October 2002



NOTE: Percentages do not equal 100 percent due to rounding.

The majority of youth in the sample (60% for both groups) lived in single-parent homes. Of these single-parent households, the female was typically the primary caregiver (64% ROPP and 67% comparison) (not shown).

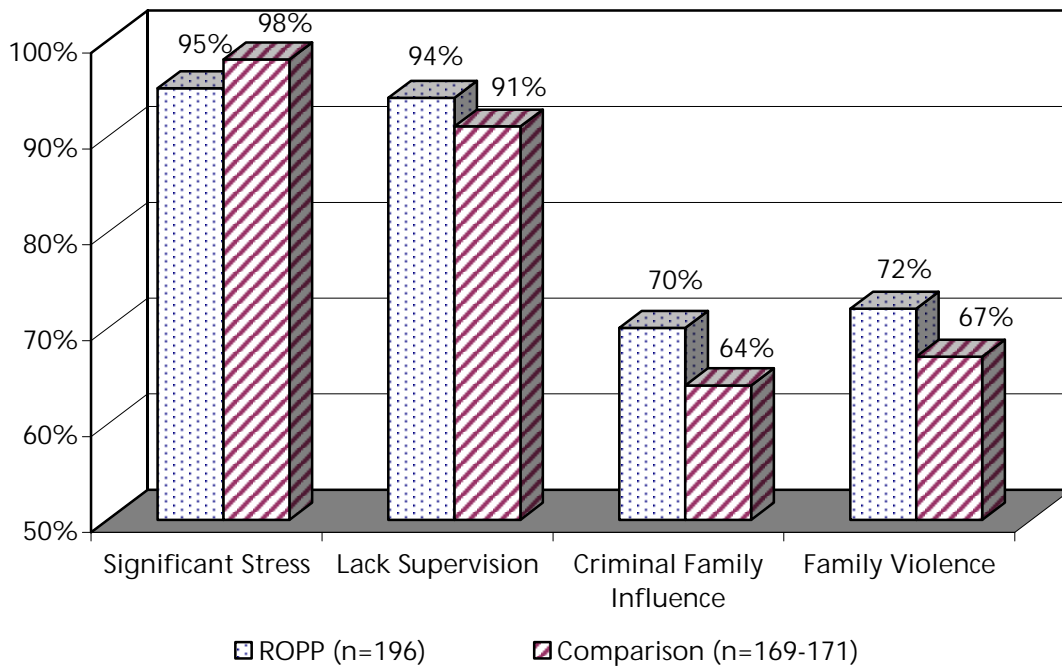
Risk Level

As required by the ROPP design, upon program assignment, all clients had at least three of the following four 8% risk factors: family issues, school issues, substance abuse issues, or pre-delinquency behaviors. Program design was intended to meet the targeted needs of youth in these four areas.

Family Issues

All youth (100%) in the ROPP sample and comparison group had family issues upon program assignment (not shown). The determination of family issues was based upon the occurrence of one of the following: lack of parental supervision and control, criminal family influence, family violence, and/or significant stress. Significant stress could include (but is not limited to) the presence of such factors as marital discord or divorce, financial problems, or serious illness or disability. The two areas most frequently reported were significant stress (95% ROPP and 98% comparison) and lack of supervision (94% ROPP and 91% comparison) (Figure 3.2).

Figure 3.2
ROPP SAMPLE AND COMPARISON GROUP WITH FAMILY ISSUES AT INTAKE
ROPP Final Evaluation Report, October 2002



NOTE: Cases with unknown information not included.

School Issues

Almost nine out of ten youth in both groups were enrolled in school, with only 12 percent of the ROPP sample and 13 percent of the comparison group not enrolled upon assignment to the program. Likewise, almost two-thirds of the students were enrolled in comprehensive school (public educational institutions with the purpose of providing general education as well as preparing students for continued education or employment). The majority of both groups (64% and 61%, respectively) were in middle school and most were performing at the appropriate grade level, based upon age (Table 3.1).

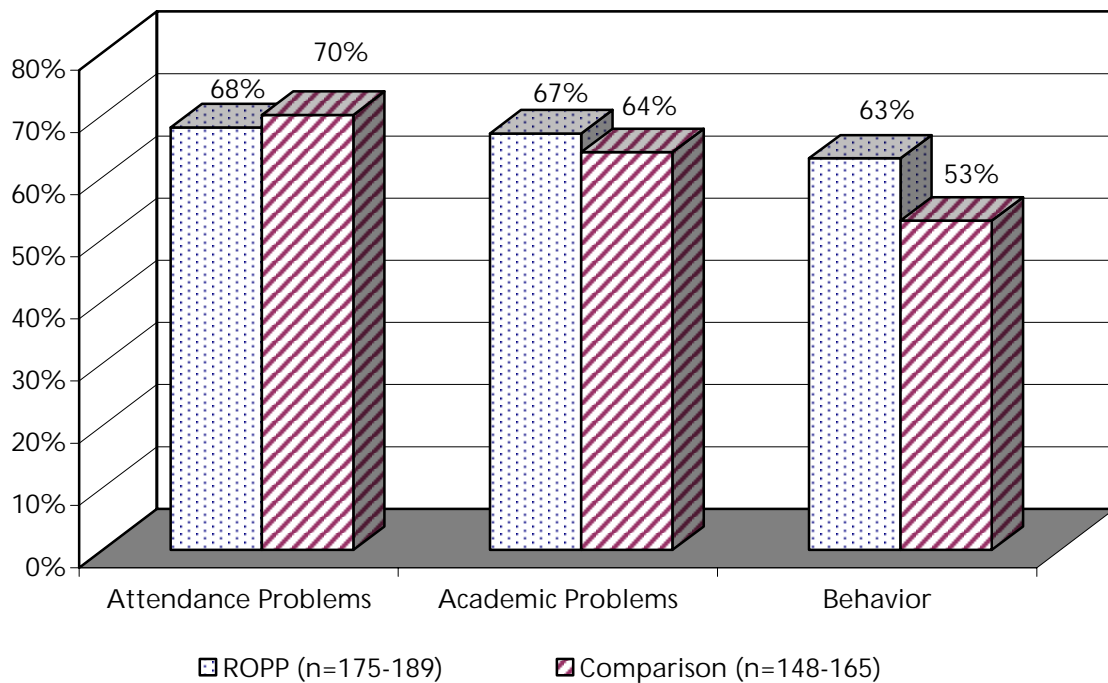
Table 3.1
ROPP SAMPLE AND COMPARISON GROUP SCHOOL INFORMATION AT INTAKE
 ROPP Final Evaluation Report, October 2002

	ROPP	Comparison
Enrolled in School	88%	87%
TOTAL	196	171
Type of School		
Comprehensive	61%	63%
Alternative	21%	24%
Court School	14%	5%
Private School/Independent Study	5%	8%
TOTAL	173	148
Grade Level		
Elementary	1%	1%
Middle School	64%	61%
High School	35%	38%
TOTAL	189	160
At or Above Appropriate Grade Level	85%	88%
TOTAL	188	158

Note: Percentages may not equal 100 due to rounding. Cases with unknown information not included.

Nearly all of the youth had school issues, with similar proportions for both groups (97% ROPP and 95% comparison) (not shown). School data were difficult to gather from the beginning of the program; therefore, the table in Appendix A also provides unknown school data. The three areas that were assessed for school issues include: attendance, academic problems (two or more failing grades in the last academic year), and behavior problems (suspension or expulsion). Figure 3.3 illustrates the comparability between the ROPP sample and comparison group. Over 50 percent of the youth in both groups were at-risk.

Figure 3.3
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP WITH SCHOOL ISSUES AT INTAKE
 ROPP Final Evaluation Report, October 2002

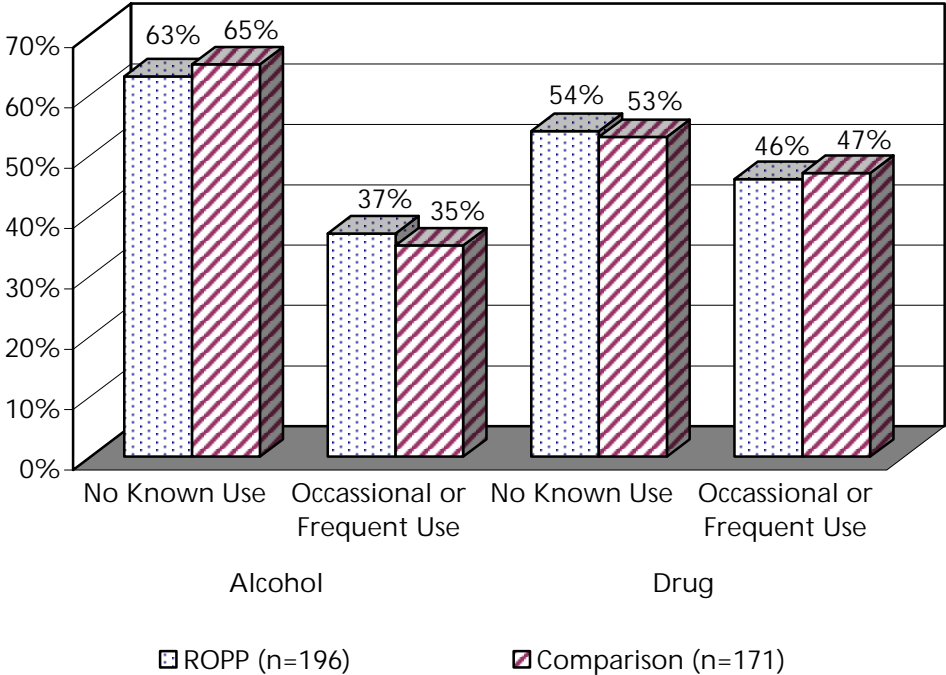


NOTE: Cases with unknown information not included.

Substance Abuse Issues

Over one-half (54% and 53%, respectively) of the ROPP sample and comparison group had substance abuse issues upon program assignment (not shown). Youth in both groups were more likely to use drugs than alcohol, with around one-half of the ROPP sample and comparison group youth exhibiting occasional or frequent drug use (46% ROPP and 47% comparison).

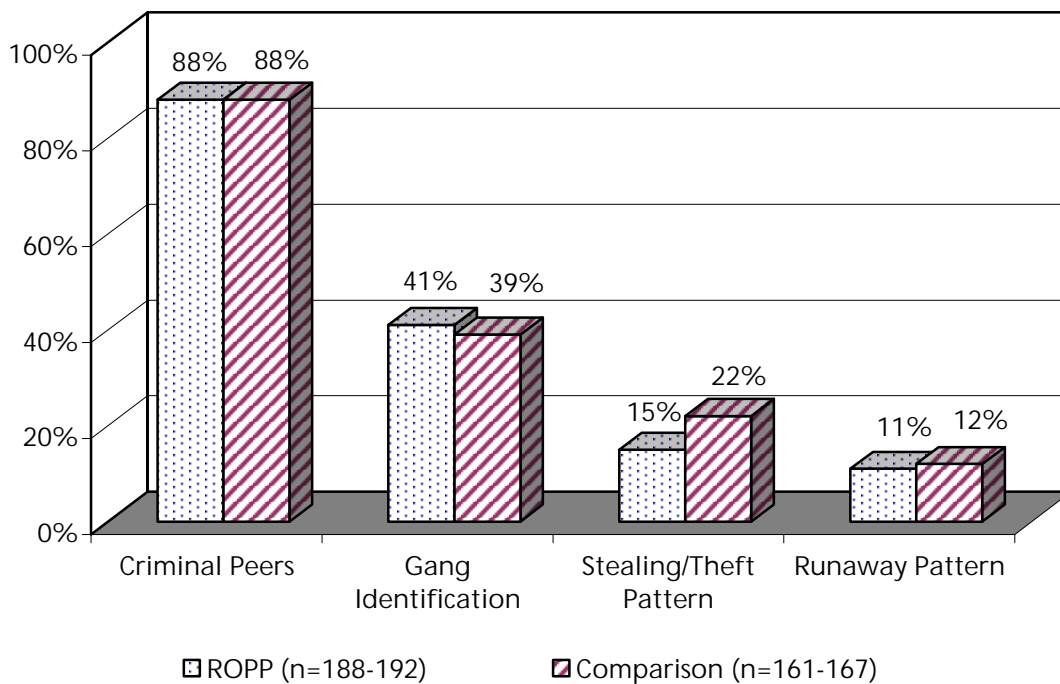
Figure 3.4
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH SUBSTANCE ABUSE ISSUES AT INTAKE
ROPP Final Evaluation Report, October 2002



Pre-Delinquency Issues

Without positive peers, youth easily fall into delinquent behavior. Ninety-one percent (91%) of both groups were identified as having pre-delinquency issues at intake (not shown). As Figure 3.5 shows, most of the youth in the program had criminal peers upon program placement (88% each for the ROPP sample and comparison group). Association with criminal peers was based upon situations in which the youth participated in a crime with others, had friends who engaged in anti-social or criminal behavior, or had peers who were involved in serious delinquency. Some of the youth (41% of the ROPP sample and 39% of the comparison group) identified with a gang. Gang identification was based upon documentation of membership in a gang or tagging crew, association with a gang as a "hanger on," or identification with gang practices or members.

Figure 3.5
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH PRE-DELINQUENCY ISSUES AT INTAKE
ROPP Final Evaluation Report, October 2002



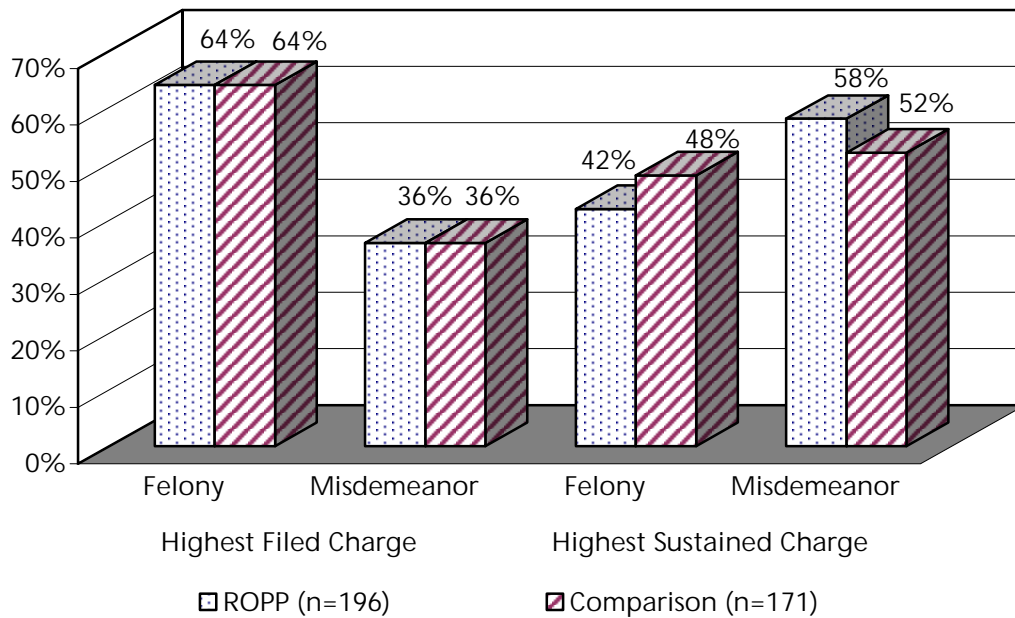
NOTE: Cases with unknown information not included.

Criminal History

While all youth in the sample were first-time wards of the court, many had a previous criminal history. Forty percent (40%) of the ROPP sample and 43 percent of the comparison group had prior 602 referrals and six percent and nine percent, respectively, had a 601 referral or status offense (not shown).

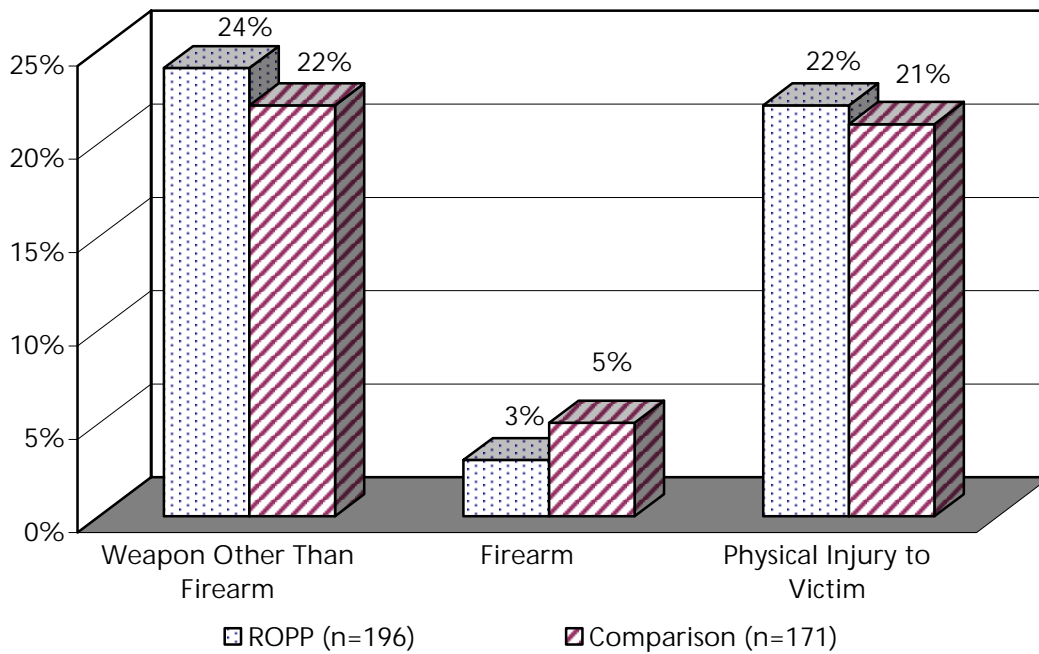
All of the program participants had a sustained petition prior to program entry due to program design. Juveniles in both groups were slightly more likely to have a sustained petition for a misdemeanor than a felony, as Figure 3.6 shows. The change between filed and sustained charges is due to the tendency for first-time offenders to be adjudicated at the misdemeanor level rather than for a felony.

Figure 3.6
ROPP SAMPLE AND COMPARISON GROUP HIGHEST
FILED AND SUSTAINED CHARGE LEVEL AT INTAKE
 ROPP Final Evaluation Report, October 2002



About one-quarter of the ROPP sample (24%) and the comparison group (22%) used some type of weapon during the incident(s) resulting in referral to ROPP (Figure 3.7). Likewise, the proportions were similar for the physical injury to victims of these incidents (22% and 21%, respectively).

Figure 3.7
ROPP SAMPLE AND COMPARISON GROUP USE OF WEAPONS
AND VICTIM INJURY FOR REFERRALS RESULTING IN PROGRAM PLACEMENT
ROPP Final Evaluation Report, October 2002



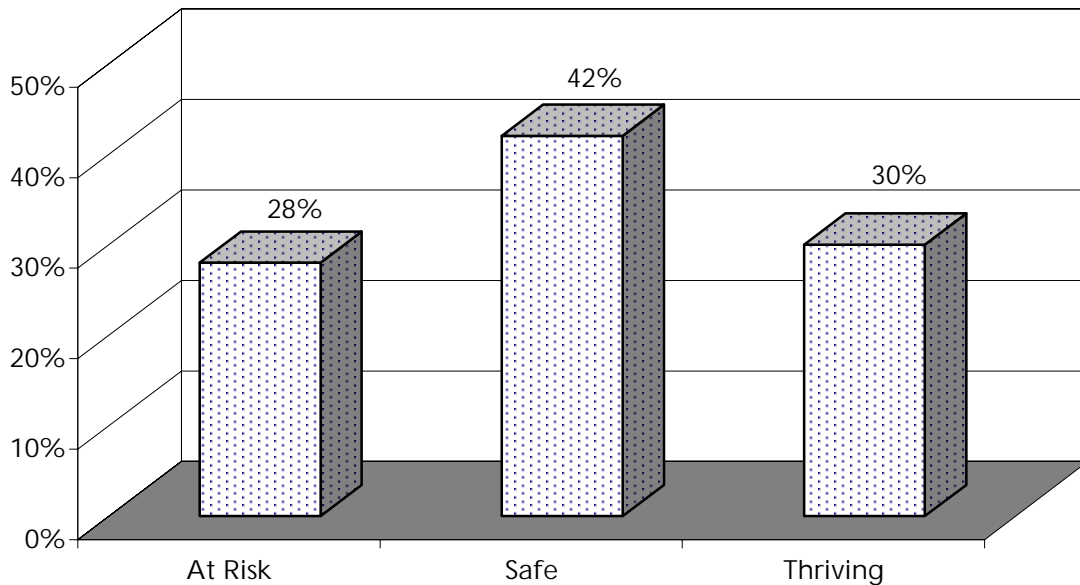
As a result of these sustained charges, the disposition for most of the youth in both groups was wardship. However, 12 percent of the ROPP sample and 22 percent of the comparison group received an institutional commitment (not shown).

Initial Assessment

In order to better understand the risk factors for the ROPP sample, an initial assessment was completed at program entry and every six months until program exit. This weighted scale rates program participants as either at-risk, safe, or thriving on 52 items that are grouped into 14 dimensions: juvenile substance abuse, parental substance abuse, mental health of juvenile, mental health of parents, juvenile education, parental education and educational views, peer affiliation and community ties, parenting, criminal behavior, parental employment, family income, family health care, family nutrition, and shelter for the family. A copy of the assessment instrument is included in Appendix C.

Figure 3.8 shows, upon program entry, the ROPP sample was rated as at-risk on an average 28 percent of the factors, safe on 42 percent, and thriving on 30 percent.

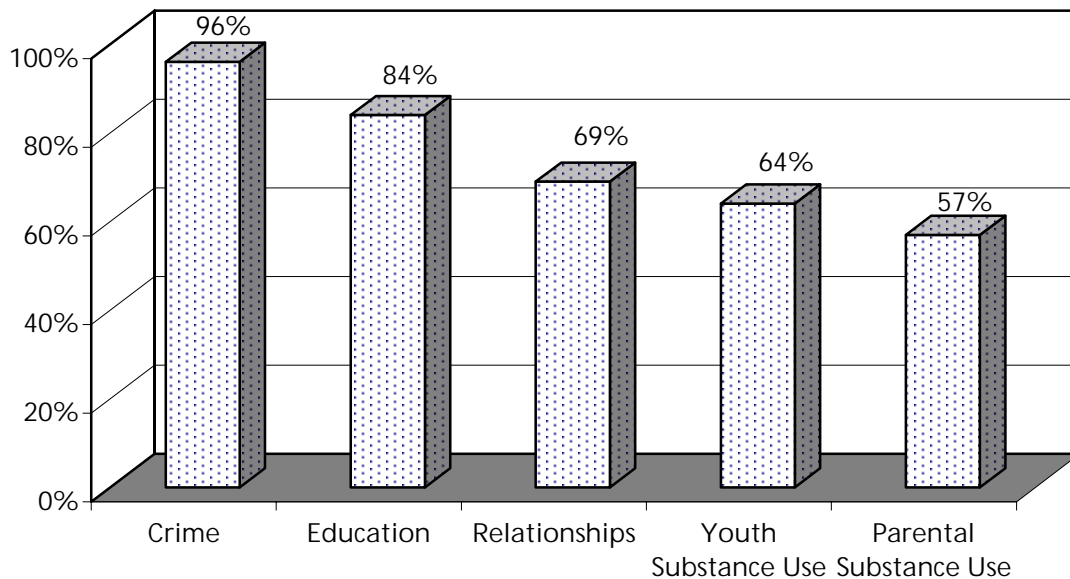
Figure 3.8
ROPP SAMPLE AVERAGE ASSESSMENT SCORES AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 194

There were five dimensions where participants were at greatest risk. These included crime, education, relationships, youth substance abuse, and parental substance abuse (Figure 3.9). As noted in the previous section, most of the ROPP participants had a criminal history upon program assignment; therefore, on this assessment, crime also was the highest area of risk. Ninety-six percent (96%) of the ROPP sample was at-risk in at **least** one of the criminal items. Likewise, most ROPP youth had at least one risk score in the areas of education (84%), relationships/peer affiliation/community ties (69%), juvenile substance abuse (64%), and parental substance abuse (57%).

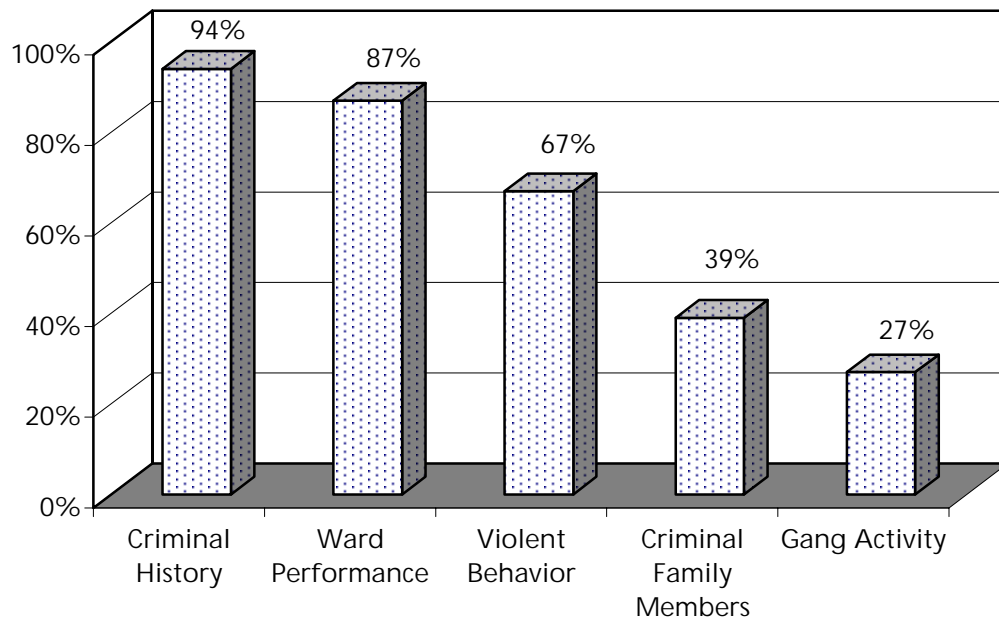
Figure 3.9
PERCENT OF ROPP SAMPLE WITH FIVE MOST COMMON RISK DIMENSIONS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 194

Figures 3.10 through 3.14 show the percentage of participants who were rated at-risk on the specific items for each of the five dimensions that have the highest risk levels. The dimension of crime includes the juvenile's criminal history, performance as a ward-of-the-court, violent behavior, family criminal behavior, and gang activity (Figure 3.10). Over 90 percent of the ROPP sample was at-risk in criminality because of their prior or current criminal activity. High ratings on this item, as well as ward performance (87%), were expected due to program design. In addition, over two-thirds (67%) of the ROPP sample were at-risk because of violent behavior, while the proportion of youth who were at-risk because of criminal family members or gang activity was considerably lower than the other items (39% and 27%, respectively).

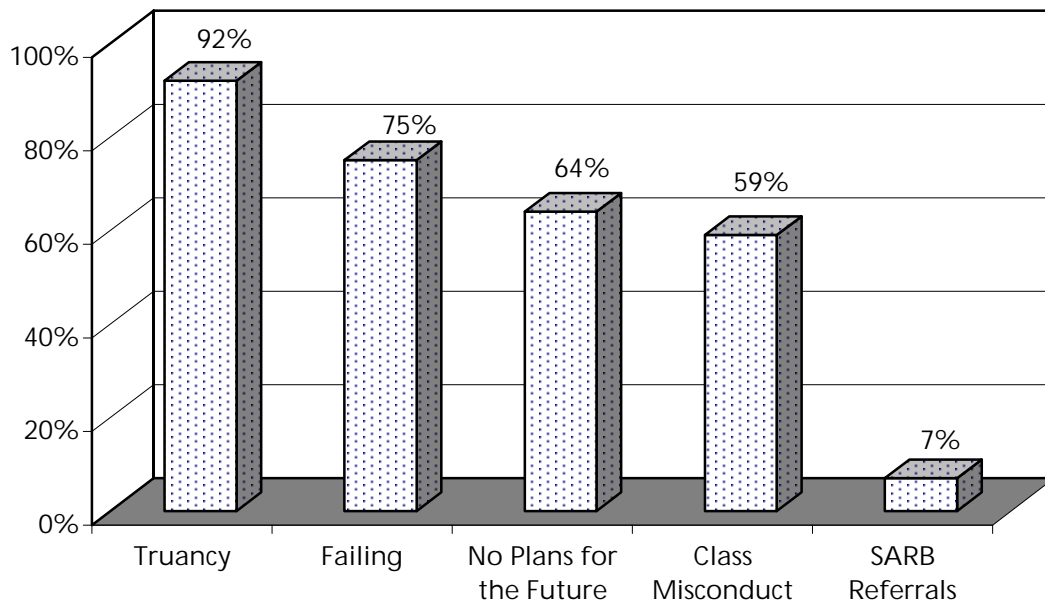
Figure 3.10
PERCENT OF ROPP SAMPLE AT-RISK ON CRIMINAL BEHAVIOR ITEMS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 194

Juveniles also frequently were rated as at-risk on the educational domain. At least 50 percent of the youth were at-risk on four of the five education items. While 92 percent of the participants had a pattern of truancy and unexcused tardies in the last year, only seven percent had one or more referrals to the School Attendance Review Board (SARB) within the last year.

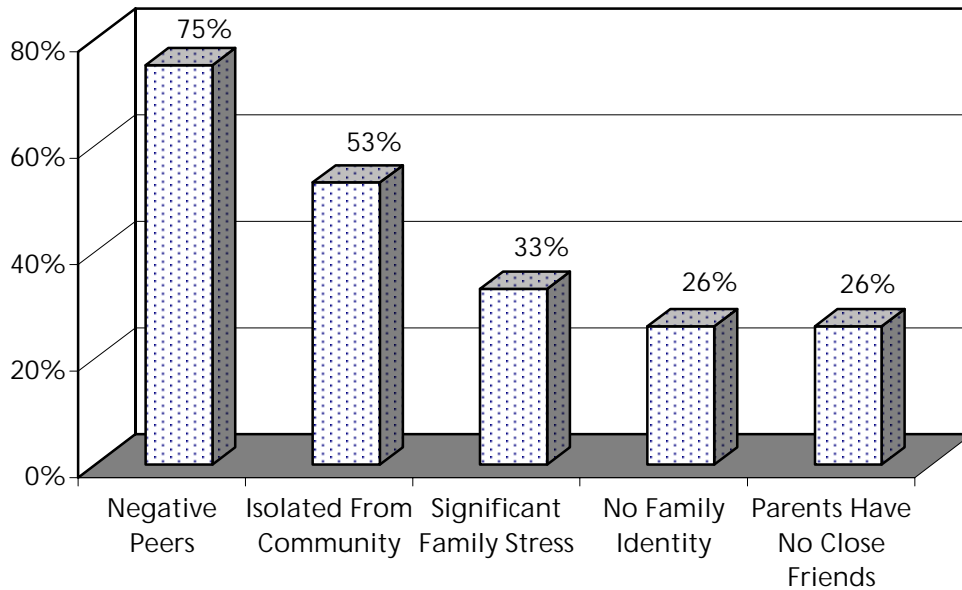
Figure 3.11
PERCENT OF ROPP SAMPLE AT-RISK ON EDUCATION ITEMS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 163

As Figure 3.12 shows, participants were most likely to be at-risk for peer affiliation/community ties because of their association with peers who were a negative influence (75%). The ROPP sample was less likely to be at-risk in this area because of isolation from the community (53%), family stress (33%), parent's lack of close friendships (26%), or poor family identity (26%).

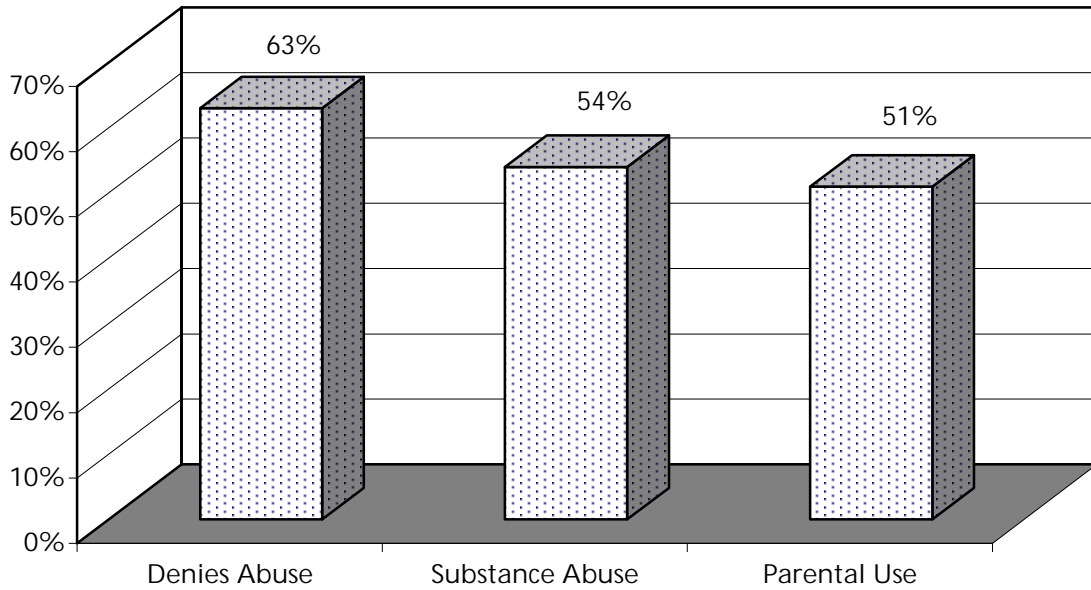
Figure 3.12
PERCENT OF ROPP SAMPLE AT-RISK ON RELATIONSHIP ITEMS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 133

Figure 3.13 presents the proportion of participants who were at-risk for juvenile substance abuse. Many of the youth denied having a substance abuse problem (63%). Fifty-one percent (51%) of the participants who were at-risk for substance abuse were exposed to parental usage.

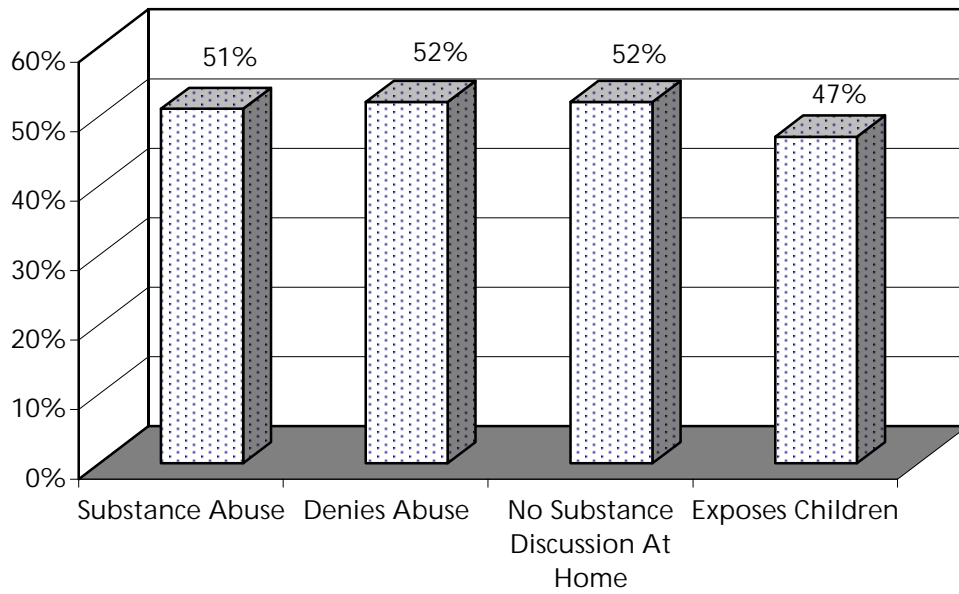
Figure 3.13
PERCENT OF ROPP SAMPLE AT-RISK ON JUVENILE SUBSTANCE ABUSE ITEMS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 125

Around one-half (51%) of the parents of the ROPP youth assessed had a substance abuse problem themselves, and around the same percentage were in denial of this problem, as Figure 3.14 shows.

Figure 3.14
PERCENT OF ROPP SAMPLE AT-RISK ON PARENTAL SUBSTANCE ABUSE ITEMS AT INTAKE
ROPP Final Evaluation Report, October 2002



Total n = 110

HYPOTHESIS TESTING RESULTS

The remainder of this chapter presents the results from the outcome and process evaluations. The hypotheses in the areas of recidivism, court-ordered obligations, school performance, risk factors, and program processes are stated and the results of the hypotheses testing discussed. Significant results of the statistical tests are included in Appendix B. The BOC requires the results to include analysis of the differences between all of the ROPP sample and comparison group youth for the first four six-month reassessment periods. It should be noted that the sample sizes vary between the reassessments due to youth entering and exiting the program during the periods; therefore, each period does not include the same cases.

Re-Offending Hypotheses

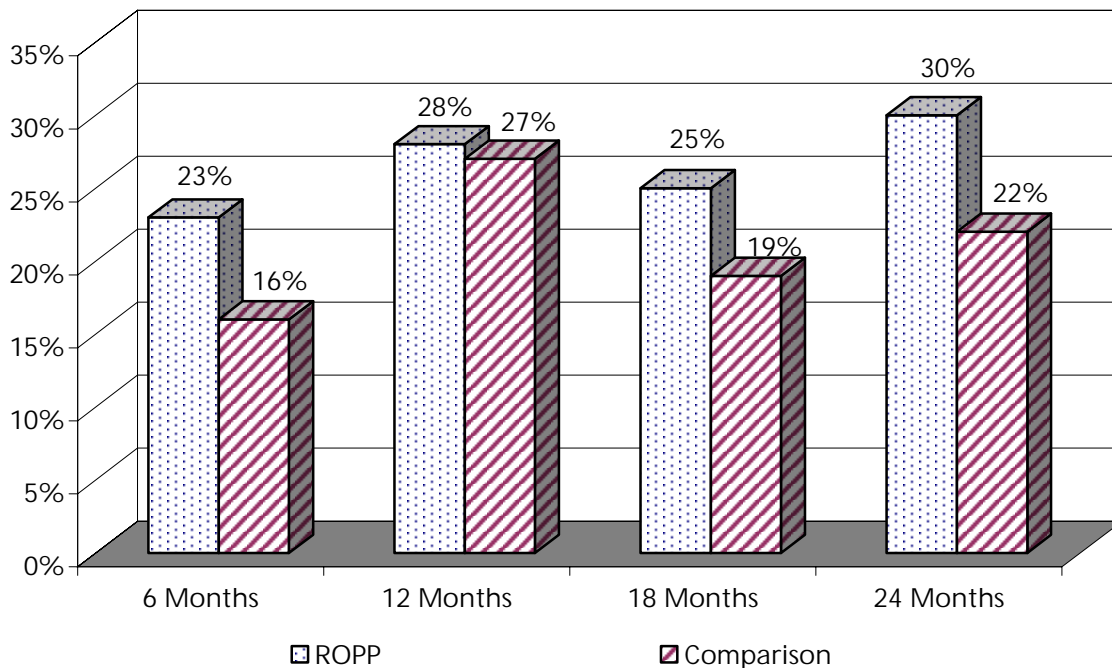
The youth that participated in this program were at high risk of re-offending. It is the goal of ROPP to use intensive resources targeted at the youth's individual needs to reduce the likelihood of repeat offending. This section discusses the outcome measures that were used to assess re-offending during four six-month follow-up periods (6, 12, 18, and 24-month reassessments). These outcomes include filed and sustained petitions, level and types of offenses, warrant status, and custody time.

The ROPP sample will have fewer 602 petitions filed than the comparison group.

For the 24 months following program assignment, both the ROPP sample and comparison group youth had a maximum of three 602 referrals in a reassessment period. The mean for both groups was less than one in each period, except the fourth six-month period, in which the ROPP sample mean was 1.19. The difference in means between the two groups was not statistically significant (not shown).

As Figure 3.15 shows, the ROPP sample was more likely to have one or more petitions filed in each of the four six-month reassessment periods than the comparison group, though this difference was not statistically significant. Early on in the program, staff recognized that the ROPP sample youth were receiving more 602 referrals specifically for probation violations. The program design allowed the ROPP staff to have frequent face-to-face contacts with the youth and families; therefore, these Probation Officers were more aware of when a minor was in violation of probation. This program component provided the accountability necessary to prevent re-offending.

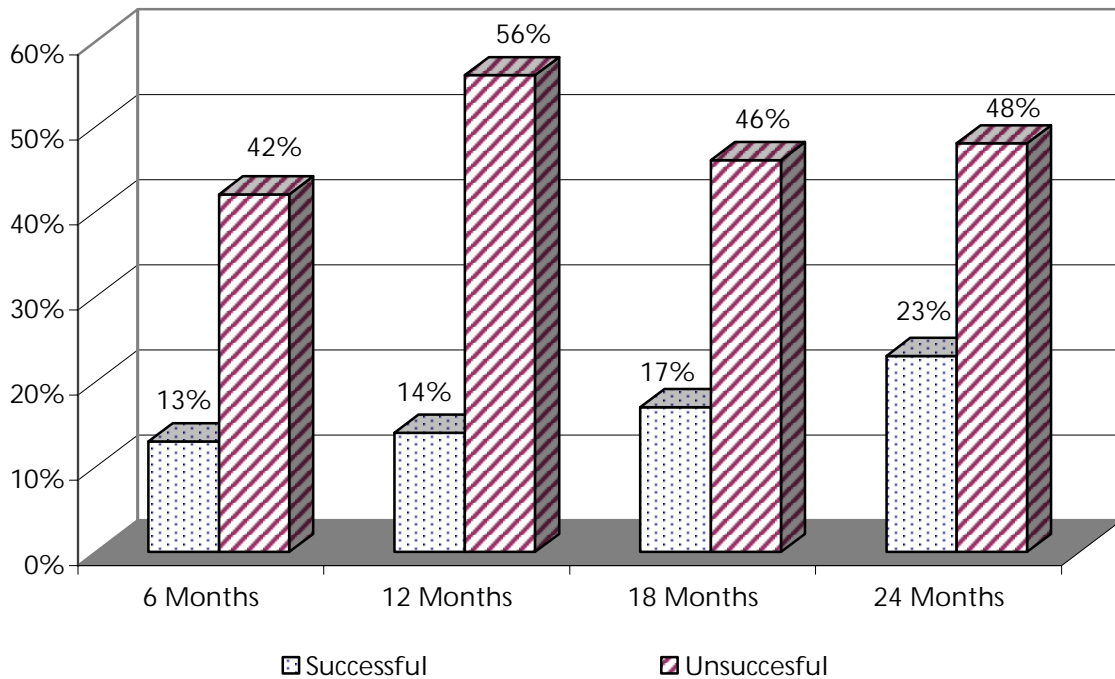
Figure 3.15
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH A FILED PETITION DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002



Note: Total cases for the ROPP sample include 196 (6 Months), 169 (12 Months), 146 (18 Months), and 115 (24 Months). Total cases for the Comparison group include 170 (6 Months), 158 (12 Months), 119 (18 Months), and 102 (24 Months).

Supplemental analysis for the ROPP sample by exit status revealed that the number of 602 petitions filed for those youth who successfully completed the program was statistically significantly lower than for those youth who did not successfully complete ROPP. In the first four reassessment periods, between 42 percent and 56 percent of the unsuccessful participants had 602 referrals (Figure 3.16). Meanwhile, the rate ranged from 13 percent to 23 percent for the successful ROPP clients.

Figure 3.16
PERCENT OF SUCCESSFUL AND UNSUCCESSFUL ROPP PARTICIPANTS
WITH A FILED PETITION DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

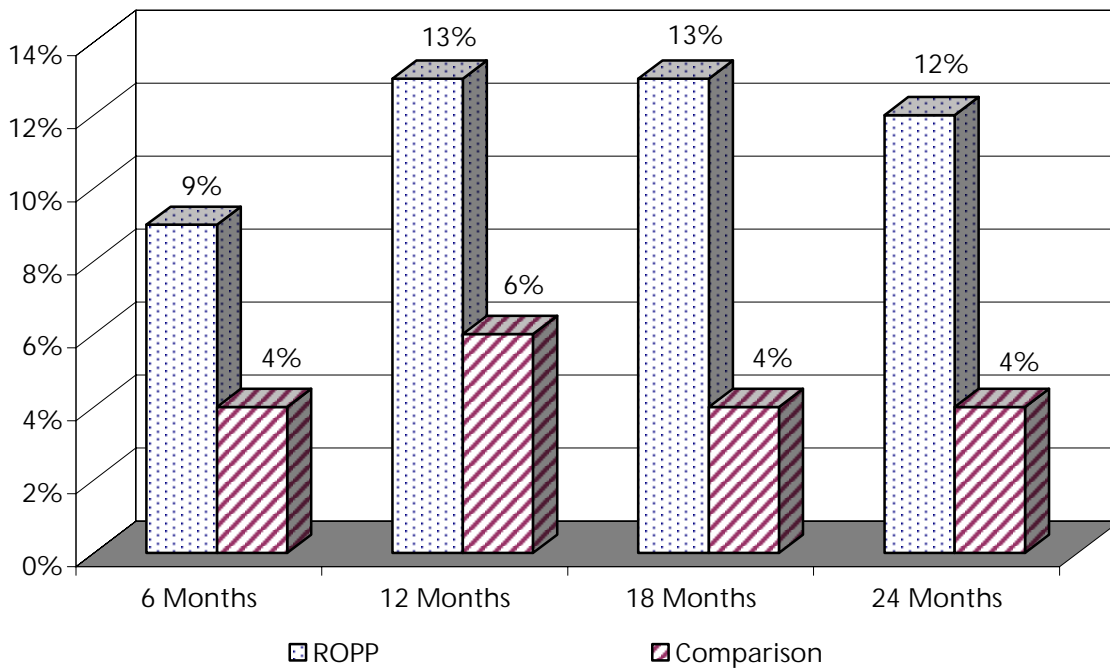


Note: Differences significant at the .001 level for the 6-, 12-, and 18-Month Periods and the .01 level for the 24-Month Period. Total cases for the successful sample include 165 (6 Months), 156 (12 Months), 90 (18 Months), and 52 (24 Months). Total cases for the unsuccessful sample include 89 (6 Months), 84 (12 Months), 74 (18 Months), and 69 (24 Months).

The ROPP sample will have more 602 petitions filed for probation violations than the comparison group.

As Figure 3.17 shows, ROPP youth were more likely than the comparison group to have a referral filed as a probation violation. While the number decreased over the 24-month follow-up, the percentage that was probation violations stayed relatively constant for the ROPP sample. It should be noted that, in April 2000, the San Diego County Probation Department discontinued filing referrals for probation violations due to the burdening of the juvenile court from ROPP and similar programs increasing probation violation referrals, but this change would have affected both groups equally.

Figure 3.17
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH A REFERRAL FILED AS A PROBATION VIOLATION DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

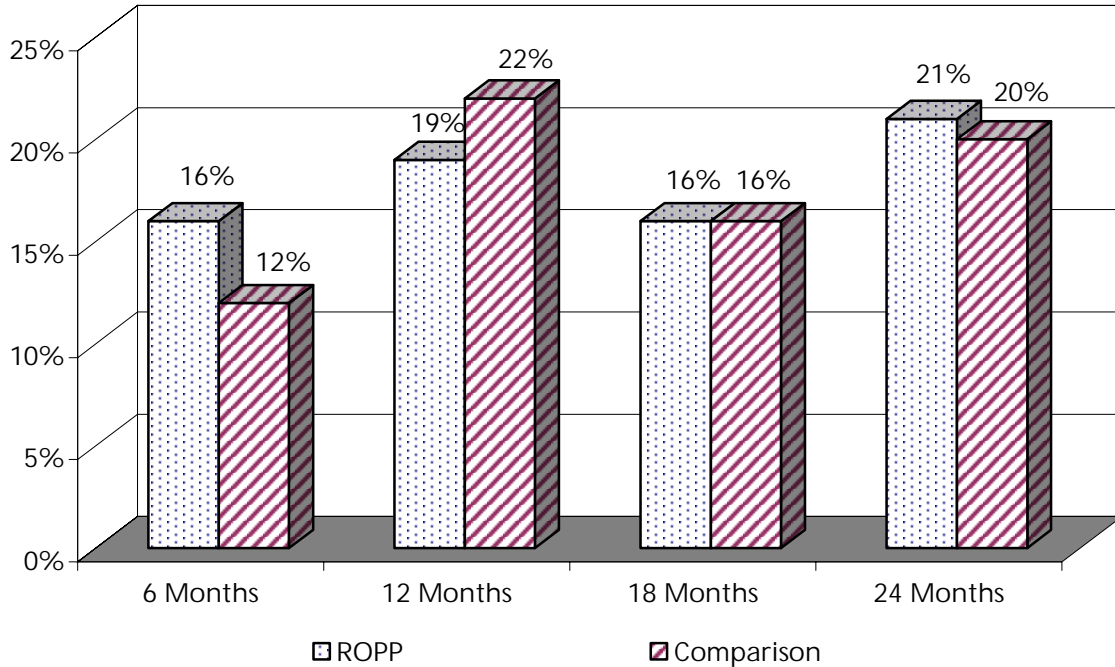


Note: Differences significant at the .05 level. Total cases for the ROPP sample include 196 (6 Months), 169 (12 Months), 146 (18 Months), and 115 (24 Months). Total cases for the Comparison group include 170 (6 Months), 158 (12 Months), 119 (18 Months), and 102 (24 Months).

The ROPP sample will have fewer 602 petitions filed for new law violations than the comparison group.

There was little difference between the ROPP sample and comparison group in regard to 602 petitions for new law violations. The comparison group was almost as likely to have referrals for new law violations as the ROPP sample (Figure 3.18). In the second reassessment period, there was a smaller percentage of referrals for new law violations for the ROPP sample than the comparison group.

Figure 3.18
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH A REFERRAL FILED AS A NEW VIOLATION DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

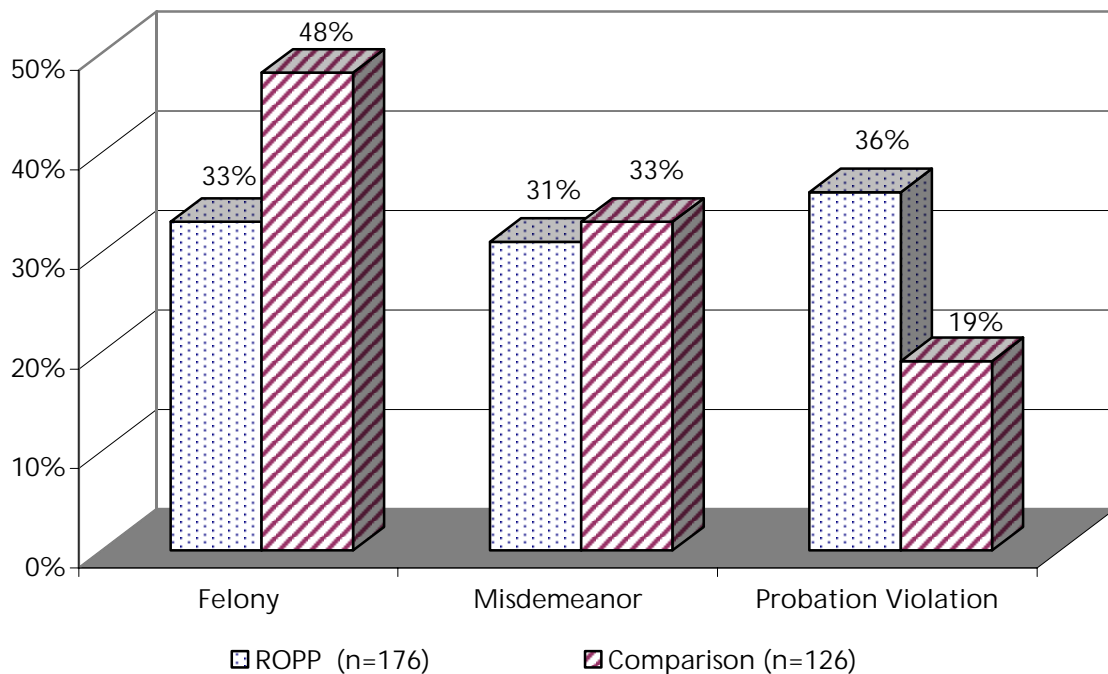


Note: Total cases for the ROPP sample include 196 (6 Months), 169 (12 Months), 146 (18 Months), and 115 (24 Months). Total cases for the Comparison group include 170 (6 Months), 158 (12 Months), 119 (18 Months), and 102 (24 Months).

The highest filed petitions for ROPP sample will be for less serious offenses (level and type) than the highest filed petitions for the comparison group.

Analysis of the level of offenses for the highest filed petitions showed that, for the ROPP sample, 37 percent of these petitions were for probation violations, whereas only 19 percent for the comparison group were for probation violations. Likewise, the comparison group was more likely to have the highest filed petition be for a felony (48%) than the ROPP sample (33%) (Figure 3.19).

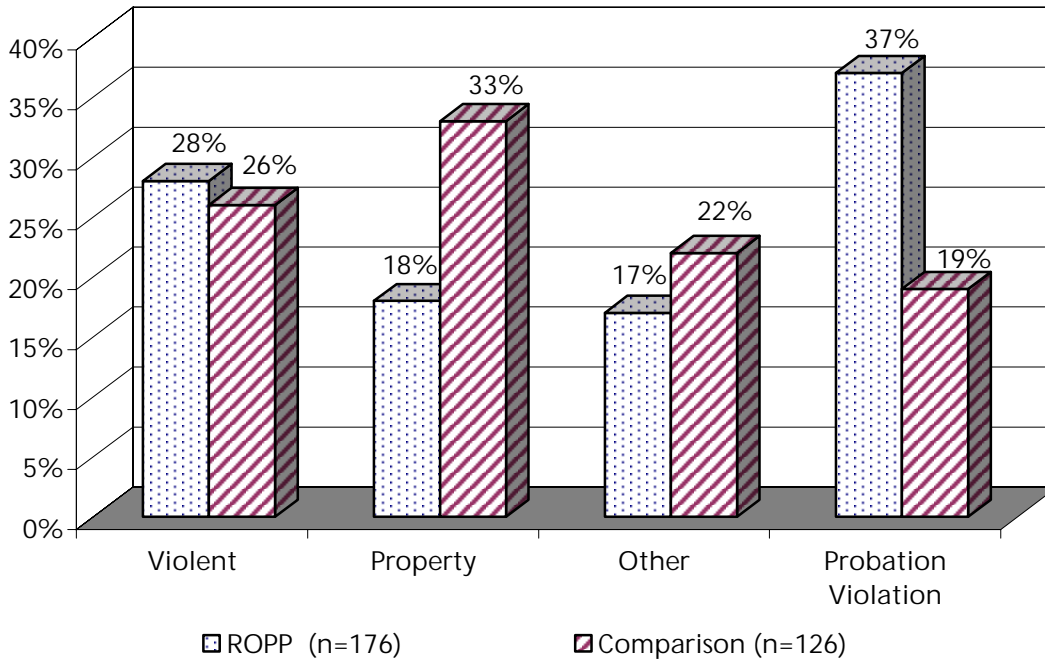
Figure 3.19
ROPP SAMPLE AND COMPARISON GROUP HIGHEST PETITION FILED BY OFFENSE LEVEL
ROPP Final Evaluation Report, October 2002



NOTE: Difference significant at the .01 level.

The type of offense for the ROPP sample also was more often for a probation violation than any other type, including offenses against persons and property. Figure 3.20 shows the types of offenses by violent, property, other, and probation violation.

Figure 3.20
ROPP SAMPLE AND COMPARISON GROUP HIGHEST PETITION FILED BY OFFENSE TYPE
ROPP Final Evaluation Report, October 2002

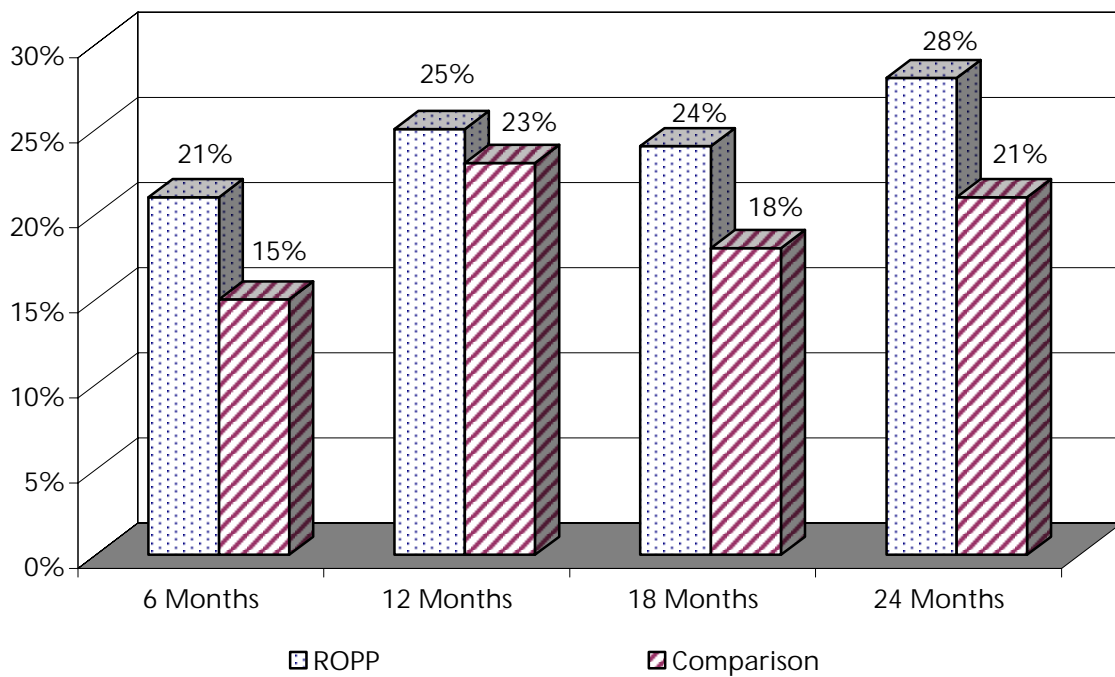


Note: Difference significant at the .01 level.

The ROPP sample will have fewer sustained 602 petitions than the comparison group.

As with petitions filed, more petitions were sustained for the ROPP sample than the comparison group (Figure 3.21). While the difference was not statistically significant, it points to the difference between the groups, i.e., more frequent probation violations for the ROPP sample.

Figure 3.21
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
WITH A SUSTAINED PETITION DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

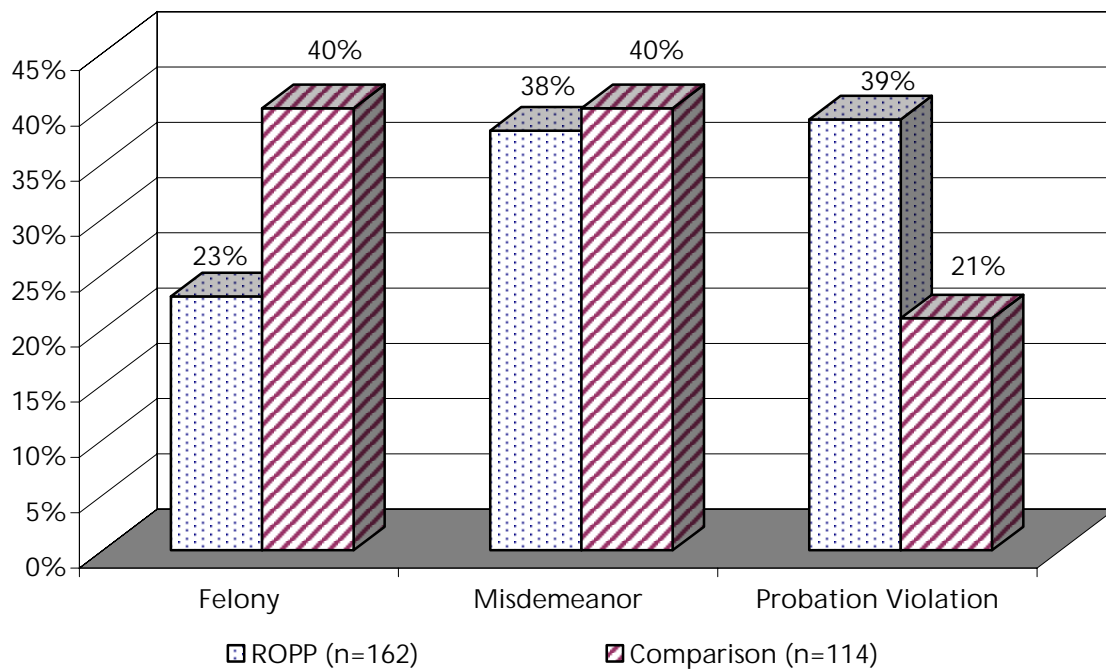


Note: Total cases for the ROPP sample include 196 (6 Months), 169 (12 Months), 146 (18 Months), and 115 (24 Months). Total cases for the Comparison group include 170 (6 Months), 158 (12 Months), 119 (18 Months), and 102 (24 Months).

The highest sustained petitions for the ROPP sample will be for less serious offenses (level and type) than the highest sustained petitions for the comparison group.

For those petitions that were sustained, the ROPP sample had a higher percentage of sustained 602 petitions for probation violations (39%) than the comparison group (21%) (Figure 3.22). Conversely, the percentage for felonies was 40 percent for the comparison group and 23 percent for the ROPP sample.

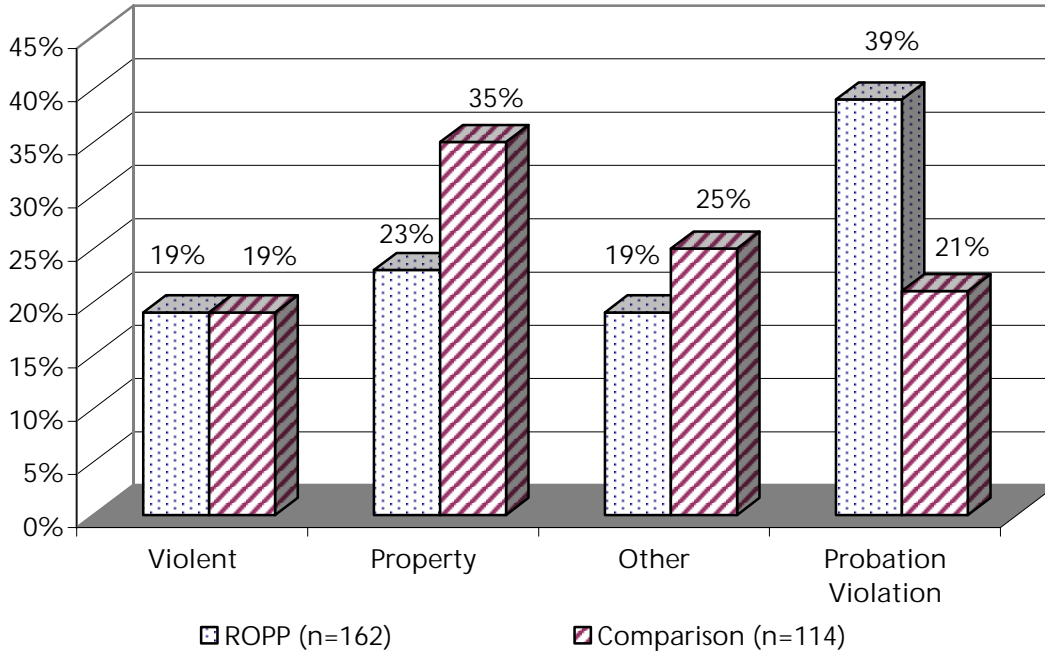
Figure 3.22
ROPP SAMPLE AND COMPARISON GROUP HIGHEST SUSTAINED PETITION BY OFFENSE LEVEL
ROPP Final Evaluation Report, October 2002



Note: Differences significant at the .001 level.

Figure 3.23 presents the highest offense type for sustained petitions during reassessment for both groups. The ROPP sample was less likely to have a sustained petition for a property crime or other crime, and more likely to have one for a probation violation.

Figure 3.23
ROPP SAMPLE AND COMPARISON GROUP HIGHEST SUSTAINED PETITION BY OFFENSE TYPE
 ROPP Final Evaluation Report, October 2002



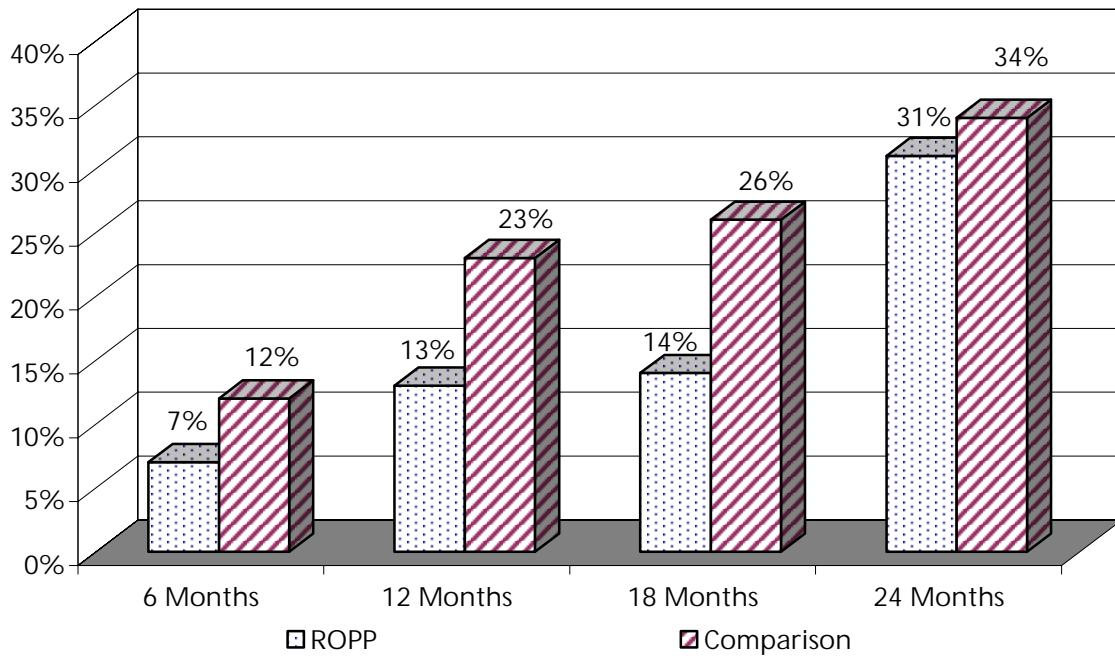
NOTE: Differences significant at the .01 level.

Assessing recidivism rates by looking at the level and type of the offense shows that the ROPP program design was effective in reducing repeat offending, specifically at the felony level. Though the referral rate was higher for the ROPP sample, that mainly was due to a greater percentage of probation violations rather than felonies or misdemeanors. A probation violation acts as an accountability sanction that helps the youth meet the requirements of his/her probation and assists the Probation Officer in identifying the potential to re-offend before the offense occurs. For one case in particular, a probation violation was a deterrent from future drug use and criminal behavior. This boy was charged with a probation violation due to three positive drug tests. The result of the disposition was a change in home placement from the father's custody to the mother's. The placement, coupled with the probation violation, was enough to change the path for this child's future.

Fewer of the ROPP sample than the comparison group will be on warrant status.

Through all four reassessment periods, fewer of the ROPP sample than the comparison group were on warrant status. Figure 3.24 shows the warrant status during the first four reassessment periods. Frequent contact with the ROPP sample helped the Probation Officer keep the minor accountable to terms of probation. Likewise, the Officer had more time to make contact with family, friends, and community members in order to ensure the youth did not violate probation.

Figure 3.24
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP
ON WARRANT STATUS DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

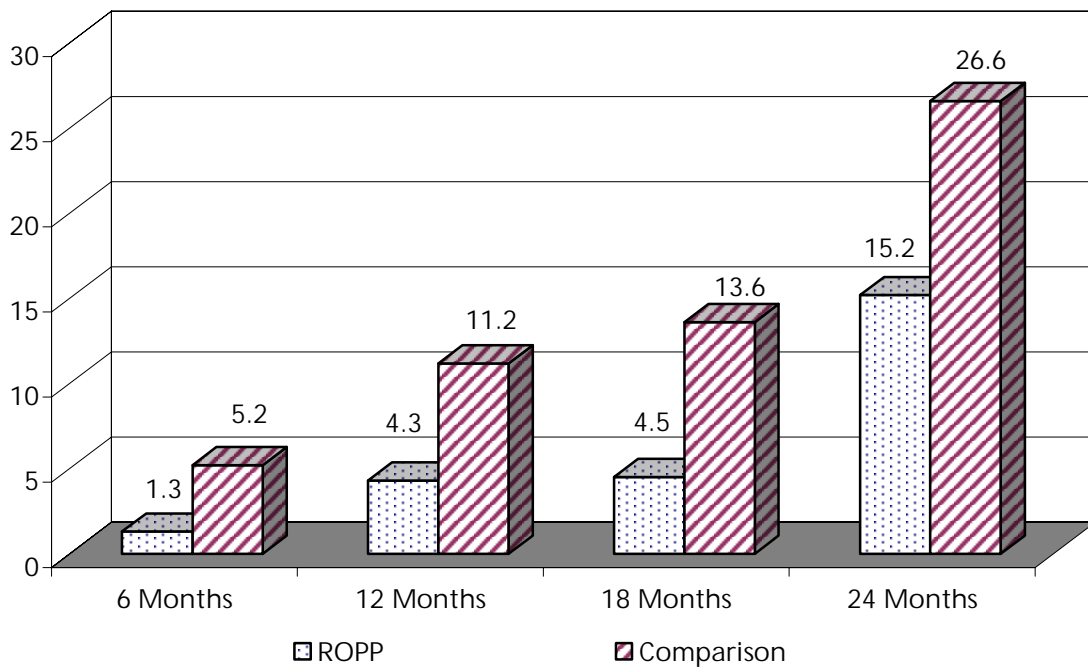


Note: Differences significant at the .05 level for the 12- and 18-month periods. Total cases for the ROPP sample include 195 (6 Months), 168 (12 Months), 131 (18 Months), and 93 (24 Months). Total cases for the Comparison group include 170 (6 Months), 155 (12 Months), 102 (18 Months), and 80 (24 Months).

The ROPP sample will have fewer days on warrant status than the comparison group.

There was also considerable difference in the mean number of days on warrant status between the two groups. The ROPP sample mean was between 1.3 to 15.2 days for the first four reassessment periods (Figure 3.25), while the mean for the comparison group was between 5.2 and 26.6 days on warrant status. The family and community connections that the ROPP staff had made proved to be instrumental in tracking youth who were on warrant status, thus lowering the mean for the ROPP sample.

Figure 3.25
ROPP SAMPLE AND COMPARISON GROUP MEAN NUMBER OF DAYS
ON WARRANT STATUS DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

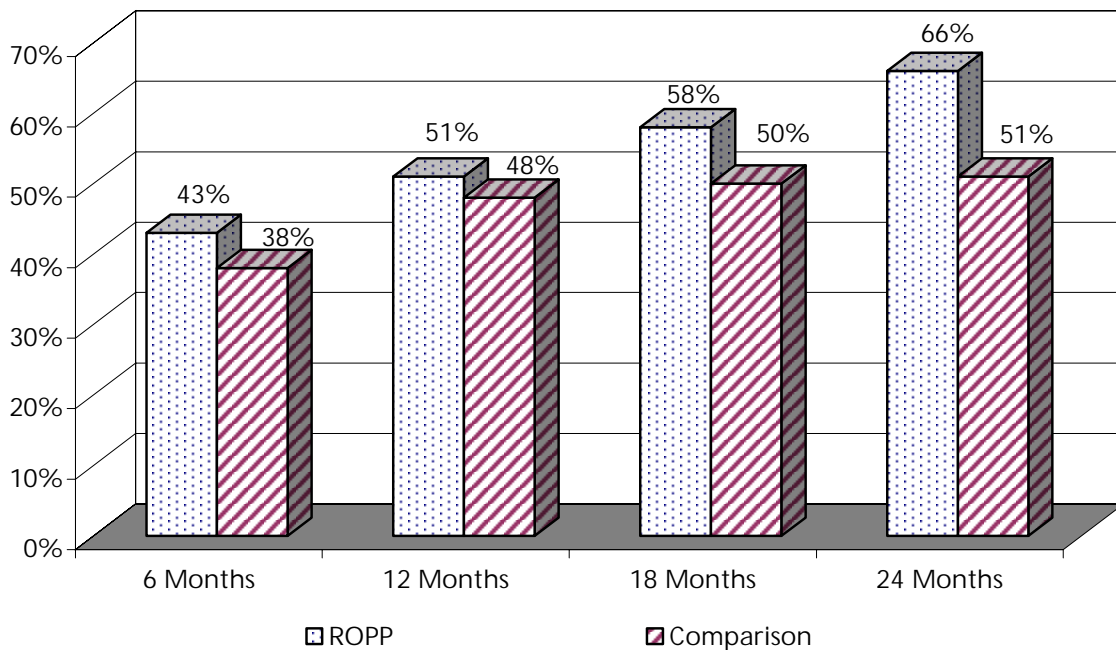


Note: Differences significant at the .05 level for the 6-, 12-, and 18-Month Periods. Total cases for the ROPP sample include 195 (6 Months), 168 (12 Months), 130 (18 Months), and 92 (24 Months). Total cases for the Comparison group include 170 (6 Months), 155 (12 Months), 101 (18 Months), and 80 (24 Months).

Fewer youth in the ROPP sample than the comparison group will serve time in custody.

Another accountability sanction for the ROPP sample was Juvenile Hall, which was often used by Probation Officers when the youth were noncompliant. Many of the youth who were interviewed stated that the threat of being sent to Juvenile Hall, or the actual commitment, helped them change their behavior. Since custody time was utilized as a graduated sanction, it is not surprising that the percentage of youth who served time in custody was greater for the ROPP sample than the comparison group. Figure 3.26 shows the percentage of youth in both groups that spent time in custody during the first four six-month reassessment periods. While there is a difference between the ROPP sample and comparison group, it is not statistically significant.

Figure 3.26
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP SERVING TIME
IN CUSTODY DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002



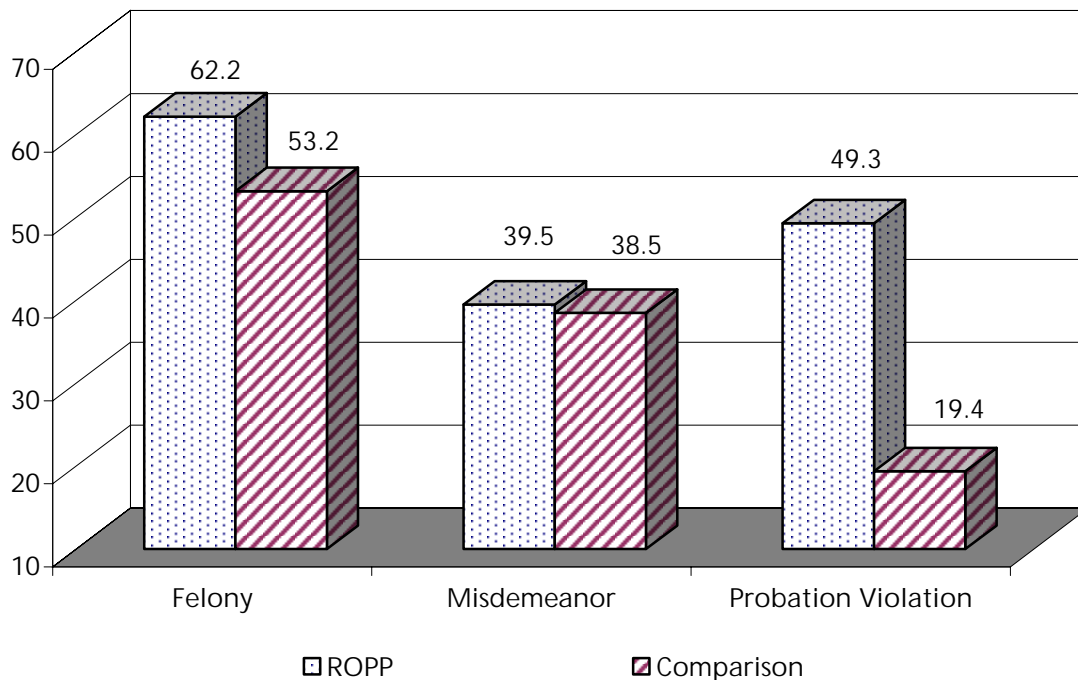
Note: Total cases for the ROPP sample include 195 (6 Months), 168 (12 Months), 131 (18 Months), and 93 (24 Months). Total cases for the Comparison group include 170 (6 Months), 155 (12 Months), 102 (18 Months), and 80 (24 Months).

The ROPP sample will spend fewer days in custody, on average, than the comparison group.

For those youth who served custody time, the average number of days was higher for the ROPP sample than the comparison group. The means for the four reassessment periods were as follows: 6 Months (14.5 ROPP and 10.4 comparison group), 12 Months (27.2 ROPP and 24.9 comparison group), 18 Months (32.2 ROPP and 32.4 comparison group), and 24 Months (40.4 ROPP and 27.6 comparison group) (not shown). Though the differences seemed considerable between the groups, they were not statistically significant.

Analyzing time in custody by the level of the offense that resulted in the institutional commitment illustrates that the mean number of days for probation violations was typically higher for the ROPP sample than the comparison group. Figure 3.27 provides the mean number of days in custody by offense level for subsequent offenses. As noted above, the ROPP sample has more sustained petitions for probation violations than the comparison group; therefore, with the mean time in custody higher for probation violations for the ROPP sample, the overall average time in custody was higher for the ROPP sample because of the greater number of probation violations.

Figure 3.27
ROPP SAMPLE AND COMPARISON GROUP AVERAGE DAYS IN CUSTODY
BY SUBSEQUENT OFFENSE LEVEL DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002



Note: Total cases for the ROPP sample include 14 (Felony), 12 (Misdemeanor), and 15 (Probation Violation). Total cases for the Comparison group include 27 (Felony), 6 (Misdemeanor), and 7 (Probation Violation).

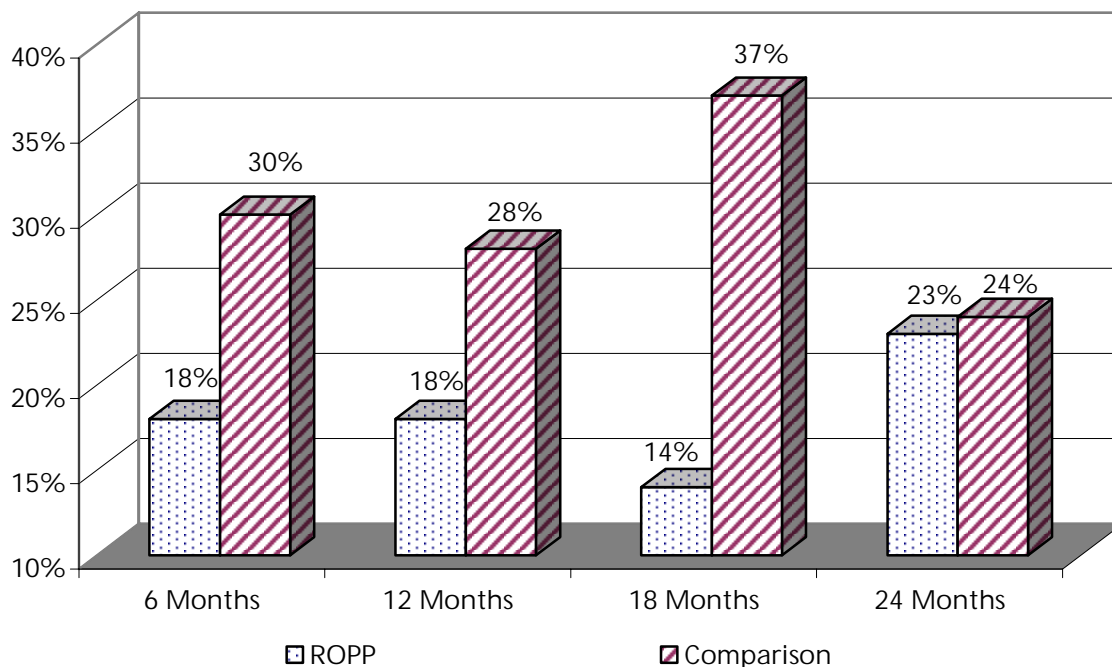
Court-Ordered Obligation Hypotheses

As required by the BOC, SANDAG tracked the completion of court orders. Service plans included court-ordered obligations and services directed at the individual's and family's specific needs. Court-ordered obligations typically included drug testing, restitution, community service, fines, counseling, and classes (court-ordered work service is not an option in San Diego County). This section provides the hypotheses testing results for drug testing, payment of fines, and completion of community service.

The ROPP sample will have fewer positive drug tests than the comparison group.

The difference between the ROPP sample and the comparison group for percentage of positive drug tests was significant in the first three reassessment periods (Figure 3.28). About 30 percent of the comparison group had positive tests in the first three reassessment periods, whereas the percentages were below 20 percent for the ROPP sample in the same time span.

Figure 3.28
PERCENT OF ROPP SAMPLE AND COMPARISON GROUP
WITH POSITIVE DRUG TESTS DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

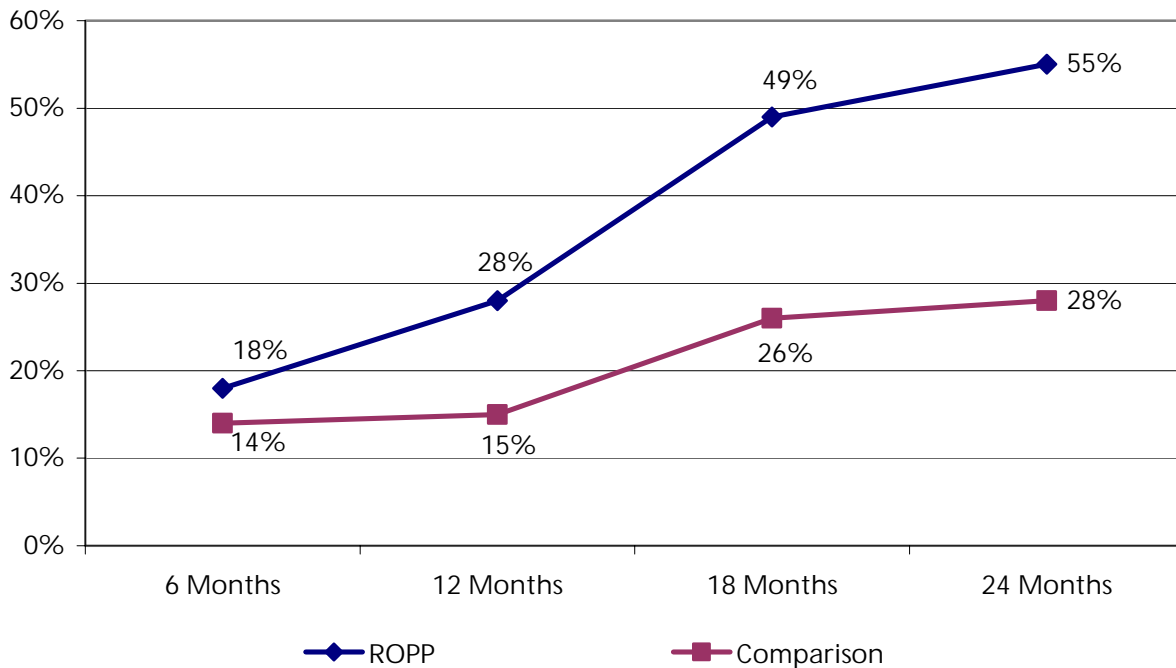


Note: Differences significant at the .01 level for the 6- Month Period, .05 for the 12- Month Period, and .001 for the 18-Month Period. Total cases for the ROPP sample include 170 (6 Months), 134 (12 Months), 91 (18 Months), and 56 (24 Months). Total cases for the Comparison group include 86 (6 Months), 65 (12 Months), 47 (18 Months), and 44 (24 Months).

The ROPP sample will complete restitution at a higher rate than the comparison group.

The close supervision of the ROPP sample by the Probation Officers was also key in ensuring court obligations were completed. For those youth that were ordered to pay restitution, the ROPP sample was more likely to complete restitution payments. In fact, the percentage of youth who completed payment increased drastically over the four reassessment periods. Table 3.29 shows these increases, as well as the differences between the ROPP sample and comparison group. In the fourth six-month reassessment period, 55 percent of the ROPP sample compared to only 27 percent of the comparison group completed restitution.

Figure 3.29
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP COMPLETING
PAYMENT OF RESTITUTION DURING REASSESSMENT
 ROPP Final Evaluation Report, October 2002

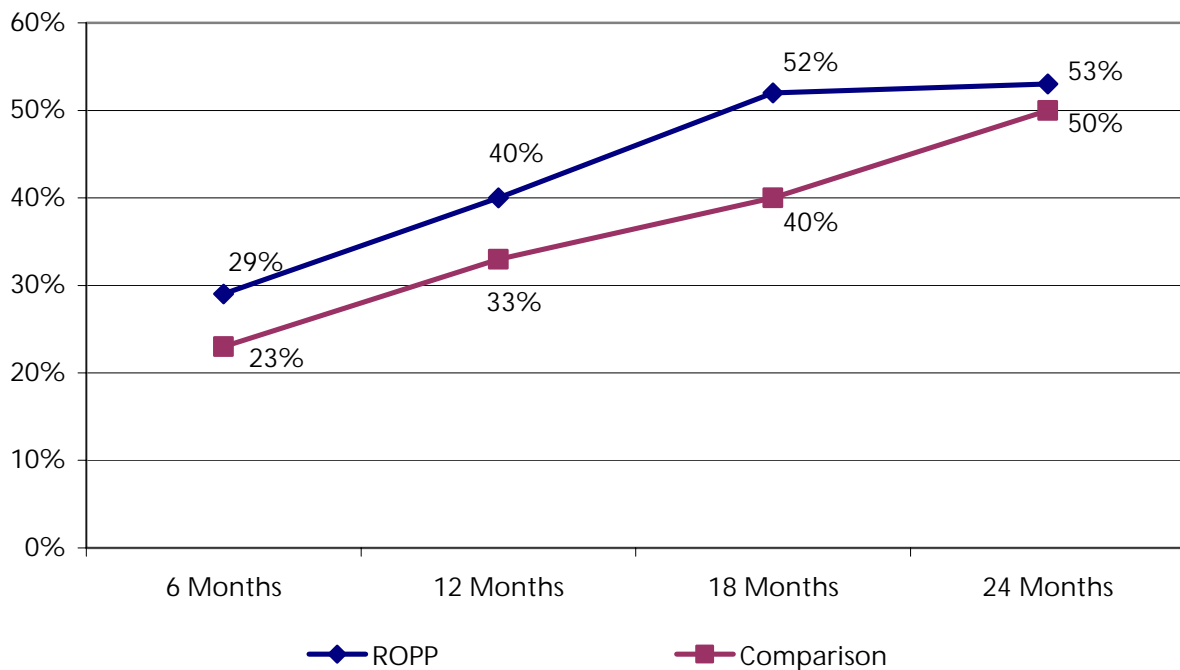


Note: Total cases for the ROPP sample include 50 (6 Months), 43 (12 Months), 43 (18 Months), and 33 (24 Months). Total cases for the Comparison group include 52 (6 Months), 47(12 Months), 35 (18 Months), and 29 (24 Months).

The ROPP sample will complete payment of fines at a higher rate than the comparison group.

As with restitution, the ROPP sample was more likely than the comparison group to complete payment of fines (Figure 3.30). By the fourth reassessment period, 53 percent of the ROPP sample had paid their fines, compared to 50 percent of the comparison group.

Figure 3.30
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP COMPLETING
PAYMENT OF FINES DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

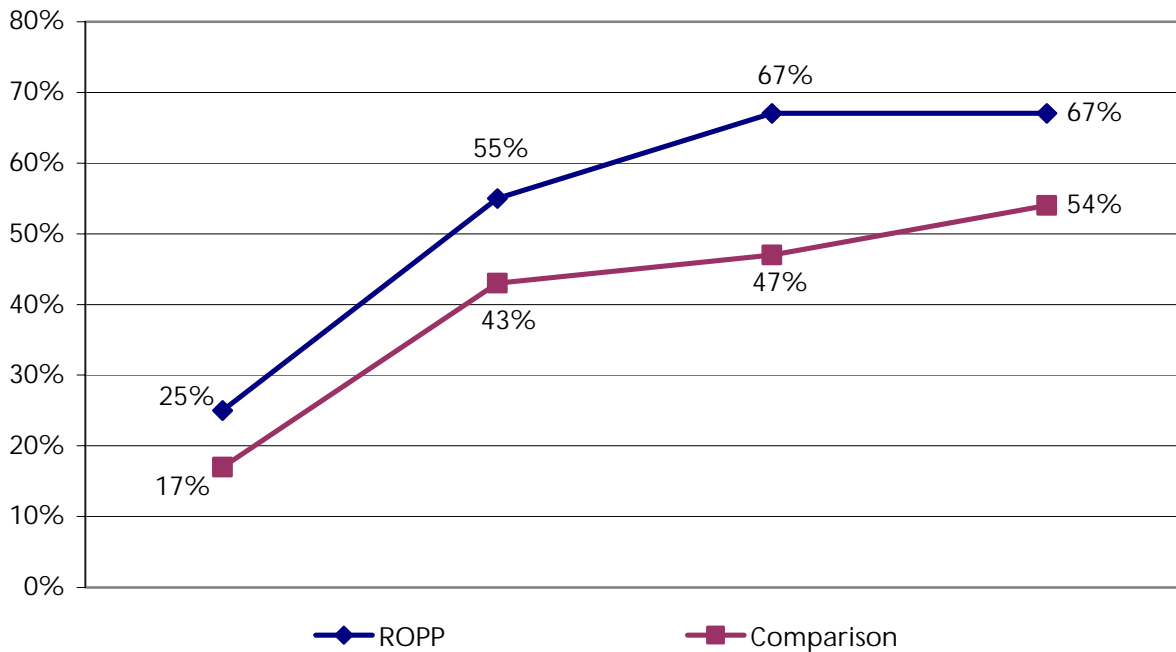


Note: Total cases for the ROPP sample include 192 (6 Months), 164 (12 Months), 135 (18 Months), and 102 (24 Months). Total cases for the Comparison group include 167 (6 Months), 154 (12 Months), 105 (18 Months), and 84 (24 Months).

The ROPP sample will complete volunteer community service at a higher rate than the comparison group.

The completion rates for volunteer community service were very similar to the other court orders. The ROPP sample completed volunteer community service at a higher rate than the comparison group.

Figure 3.31
PERCENT OF THE ROPP SAMPLE AND COMPARISON GROUP COMPLETING
COMMUNITY SERVICE DURING REASSESSMENT
 ROPP Final Evaluation Report, October 2002



Note: Difference significant at the .01 level at the 18-Month Period. Total cases for the ROPP sample include 170 (6 Months), 151 (12 Months), 126 (18 Months), and 95 (24 Months). Total cases for the Comparison group include 133 (6 Months), 122 (12 Months), 83 (18 Months), and 69 (24 Months).

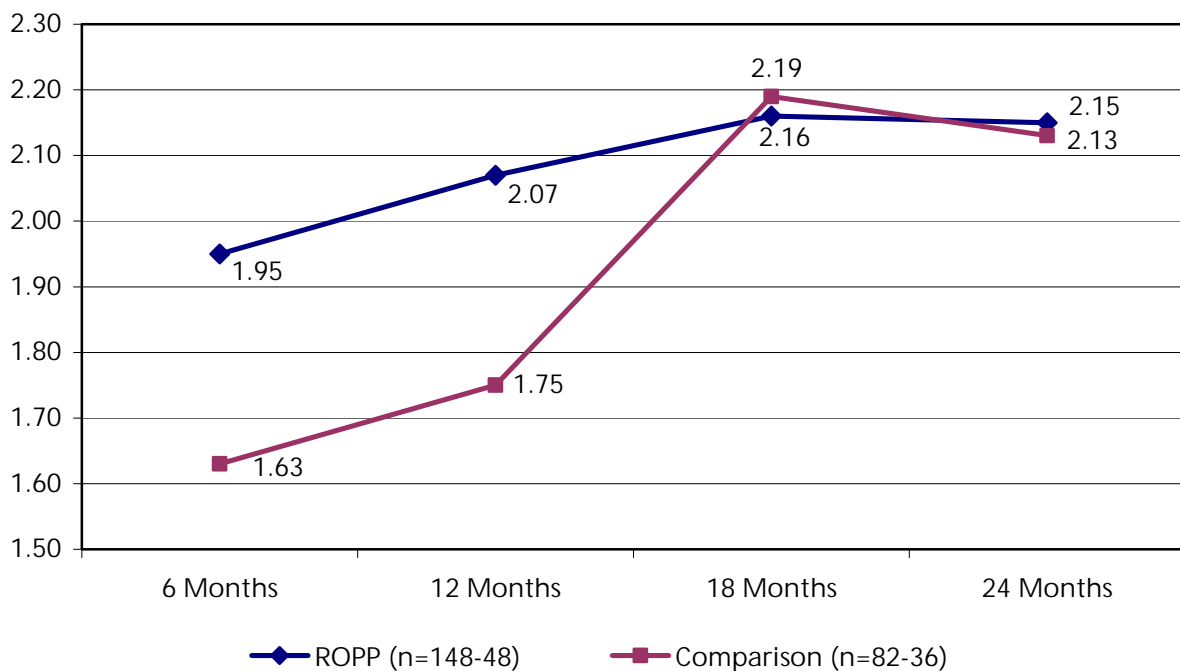
School Performance Hypotheses

Collecting complete school data was difficult due to the unavailability of some information, which affected a number of hypotheses, including number of days attended, number of school credits, and school behavior (suspensions and expulsions). The results for school performance do not include unknown cases.

The ROPP sample will achieve higher grades, on average, than the comparison group.

Since the ROPP staff was able to be involved in the sample youths' school plans, the ROPP youth were expected to have better academic performance. One measure of school performance was grade point average (GPA). Figure 3.32 shows that GPA continued to increase over the first four reassessment periods for the ROPP sample and was higher than the average for the comparison group in three of the periods.

Figure 3.32
ROPP SAMPLE AND COMPARISON GROUP GRADE POINT AVERAGE DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002



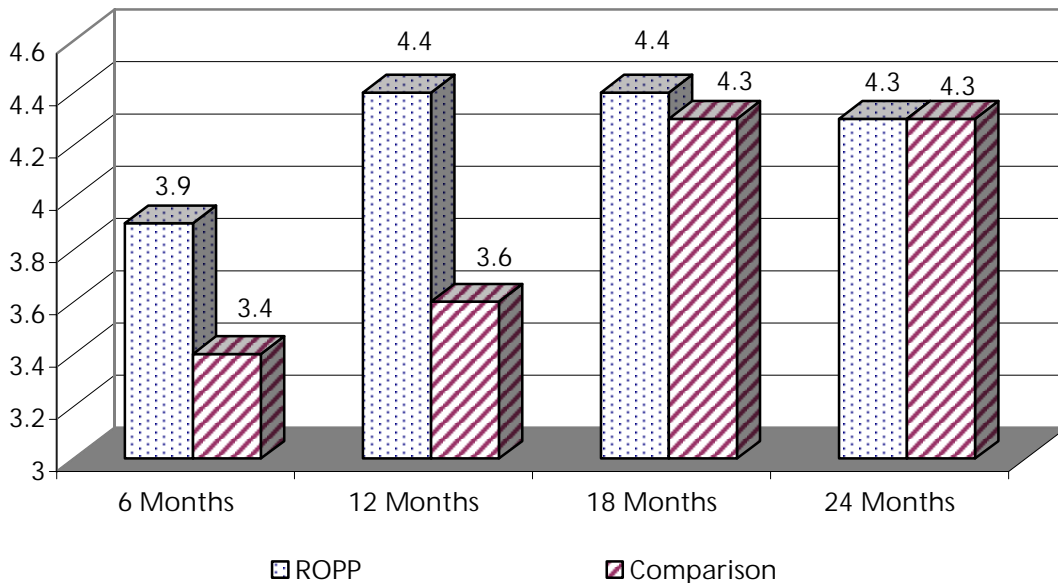
Note: Difference significant at .05 level in the 12-Month Period. Total cases for the ROPP sample include 148 (6 Months), 114 (12 Months), 86 (18 Months), and 48 (24 Months). Total cases for the Comparison group include 69 (6 Months), 82 (12 Months), 50 (18 Months), and 36 (24 Months).

The intense Probation services provided to the ROPP sample often allowed staff to intervene in the youth's school plan. Such intervention may have included placing the student in a school that better suited his/her academic needs. An important resource for youth having problems in school was Summit School, a court school located at the Factor Center. One Probation Officer recognized the need to assist a youth in changing the school he was attending because he was not motivated to attend nor did he receive the personal attention he needed in the classroom. The Officer placed him in Summit, which resulted in better attendance and grades. The youth was recently recognized as Student of the Month. In other cases, flexible funding provided resources to the youth that allowed them to take advantage of special services in order to improve school performance. For example, ROPP was able to provide cab fare for a high school student who needed to travel nearly 30 minutes to a special literacy program in Del Mar. As a result of participation in the literacy program, the student's reading level increased from the third-grade level to post high school level. The positive impact of this literacy program prompted San Diego to implement a literacy program in the juvenile camp facilities.

The ROPP sample will pass more school classes, on average, than the comparison group.

The average number of classes passed was higher for the ROPP sample than the comparison group in the first and second reassessment periods. However, the average was about the same in the third and fourth reassessments. This may be a function of limited school information available regarding the clients as time passed (Figure 3.33).

Figure 3.33
ROPP SAMPLE AND COMPARISON GROUP AVERAGE NUMBER
OF CLASSES PASSED DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

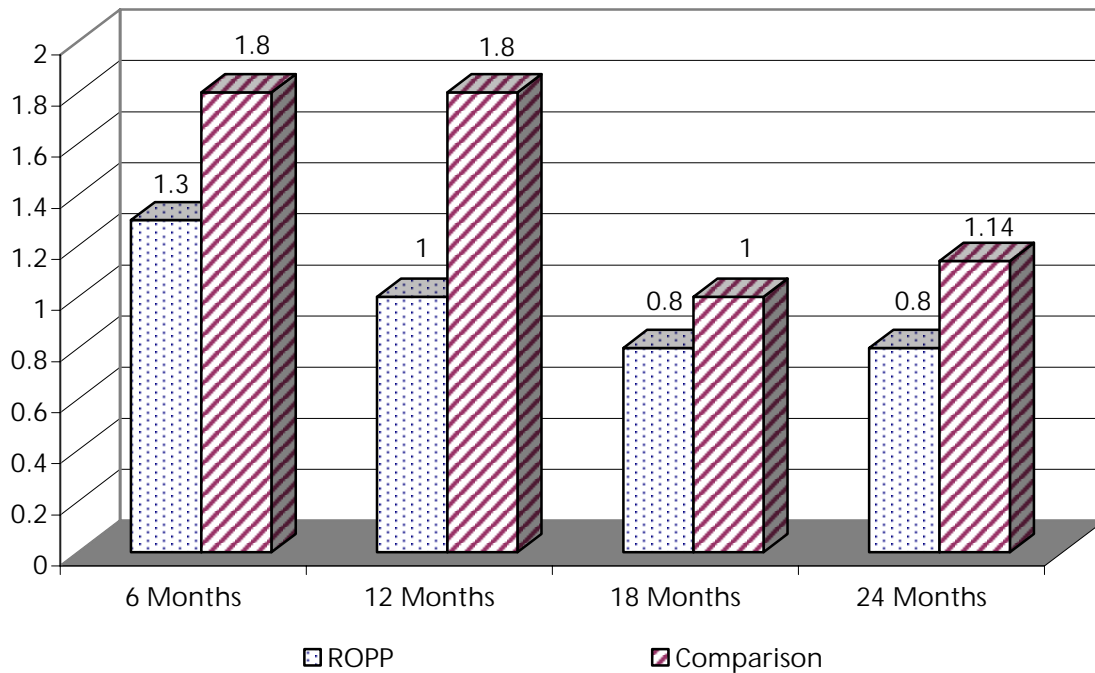


Note: Differences significant at the .01 level for the 12-Month Period. Total cases for the ROPP sample include 148 (6 Months), 115 (12 Months), 84 (18 Months), and 47 (24 Months). Total cases for the Comparison group include 68 (6 Months), 79 (12 Months), 51 (18 Months), and 35 (24 Months).

The ROPP sample will fail fewer school classes, on average, than the comparison group.

Similarly, the ROPP sample failed fewer school classes in each of the first four reassessment periods, compared to the comparison group. Figure 3.34 depicts the average classes failed, demonstrating that the ROPP sample had better school performance than the comparison group.

Figure 3.34
ROPP SAMPLE AND COMPARISON GROUP AVERAGE NUMBER OF CLASSES FAILED
ROPP Final Evaluation Report, October 2002



Note: Differences significant at the .01 level for the 12-Month Period. Total cases for the ROPP sample include 149 (6 Months), 116 (12 Months), 85 (18 Months), and 47 (24 Months). Total cases for the Comparison group include 70 (6 Months), 80 (12 Months), 51 (18 Months), and 36 (24 Months).

Risk Factor Hypotheses

Fewer of the ROPP sample than the comparison group will use drugs and alcohol.

The percentage of youth who used alcohol and drugs as measured by the risk factor, substance abuse issues, was about the same for the ROPP sample and comparison group. Substance abuse risk decreased slightly over the first four reassessment periods for both groups. The percentage of youth in the ROPP sample who had this risk factor decreased from 39 percent at the first reassessment to 30 percent at the fourth reassessment. The change was similar for the comparison group, with 31 percent at the first reassessment and 26 percent at the fourth reassessment (not shown).

Fewer of the ROPP sample than the comparison group will have criminal peers or gang affiliation.

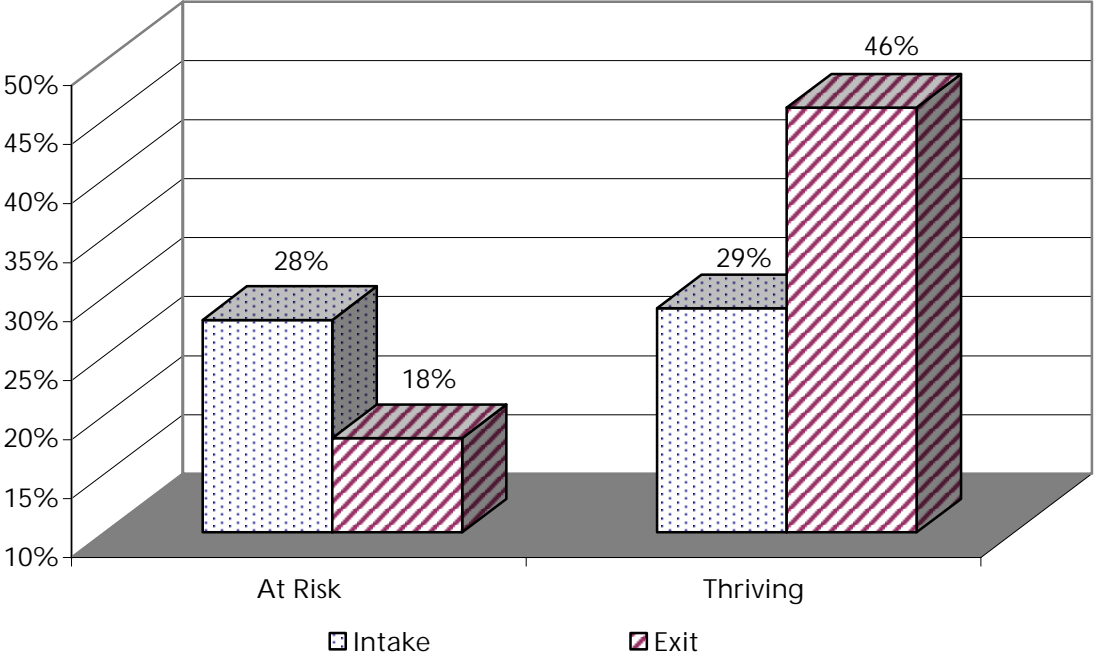
The proportion of youth with pre-delinquency issues actually increased for the ROPP sample and comparison group during the first four reassessment periods. Specifically, while 60 percent of the ROPP sample had a pre-delinquency issue at the 6-Month Period, 80 percent did at the 24-Month Period. The percentages for the comparison group were higher and stayed the same (98% at 6 Months and 24 Months). The increase in pre-delinquency issues for the ROPP sample was predominantly due to an increase in Probation Officers' awareness of gang identification and criminal peers, suggesting under-reporting at intake. Gang identification increased for the ROPP sample from 38 percent during the 6-Month Period to 74 percent in the 24-Month Period. In contrast, 88 percent of the comparison group identified with a gang during both 6- and 24-month periods. Youth who associated with criminal peers also increased for the ROPP sample, with 49 percent in the 6-month period to 64 percent in the 24-month period, though they were still significantly lower than the comparison group in both periods.

The ROPP sample will have more thriving factors and fewer risk factors over time.

In addition to the 8% risk factors, SANDAG used a weighted assessment instrument that rates participants as at-risk, safe, or thriving in fourteen dimensions. The five dimensions with the highest at-risk scores at the initial assessment were crime, education, relationships, juvenile substance abuse, and parental substance abuse. Each of these, as well as the overall at-risk and thriving scores, was used to test the impact of ROPP on risk factors over time.

One hundred forty-two (142) of the ROPP youth completed initial and exit assessments. The average percentage risk score for the initial assessment was 28 percent, whereas the risk fell to 18 percent for the exit assessment. Likewise, average thriving scores increased from 29 percent for the initial to 46 percent for the exit assessment. Figure 3.35 shows the results in terms of the percent of the total score for at-risk and thriving scores.

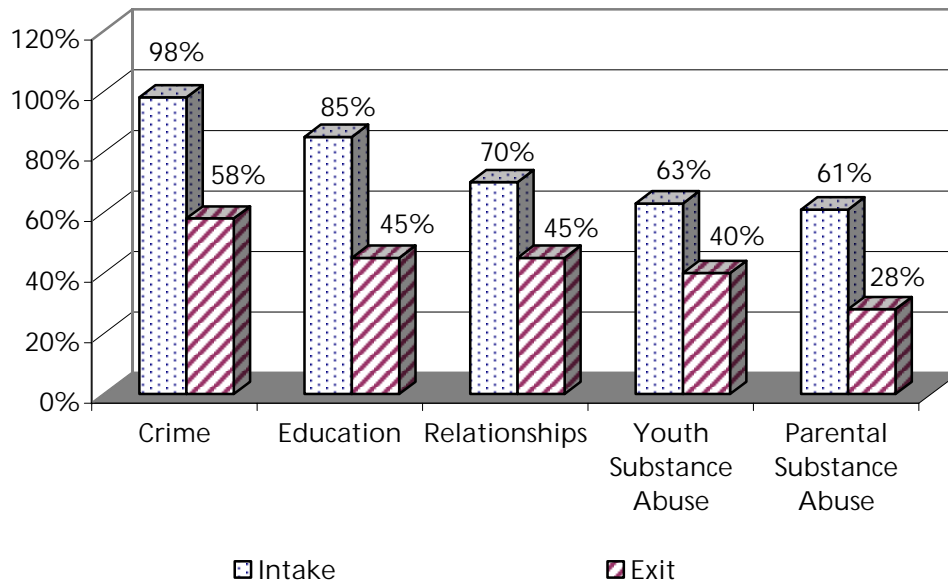
Figure 3.35
ROPP SAMPLE AVERAGE RISK AND THRIVING ASSESSMENT SCORES AT INTAKE AND EXIT
ROPP Final Evaluation Report, October 2002



Total n = 142

Figure 3.36 shows the change in the percentage of youth that were rated as at-risk in the top five factors. Each of the top five areas of risk decreased significantly by the time of the exit assessment. The most dramatic change was in the crime and education dimensions. While 98 percent of the ROPP clients at intake were rated as at-risk on this dimension, only 58 percent were at-risk at exit. Similarly, the percentage of participants at-risk in the educational domain decreased from 85 percent to 45 percent. There were also decreases ranging from 23 percent to 33 percent in the other three highest risk domains.

Figure 3.36
PERCENT OF ROPP SAMPLE WITH FIVE HIGHEST RISK DIMENSIONS AT INTAKE AND EXIT
 ROPP Final Evaluation Report, October 2002



Total n = 142

PROCESS EVALUATION FINDINGS

Program Participation Measures

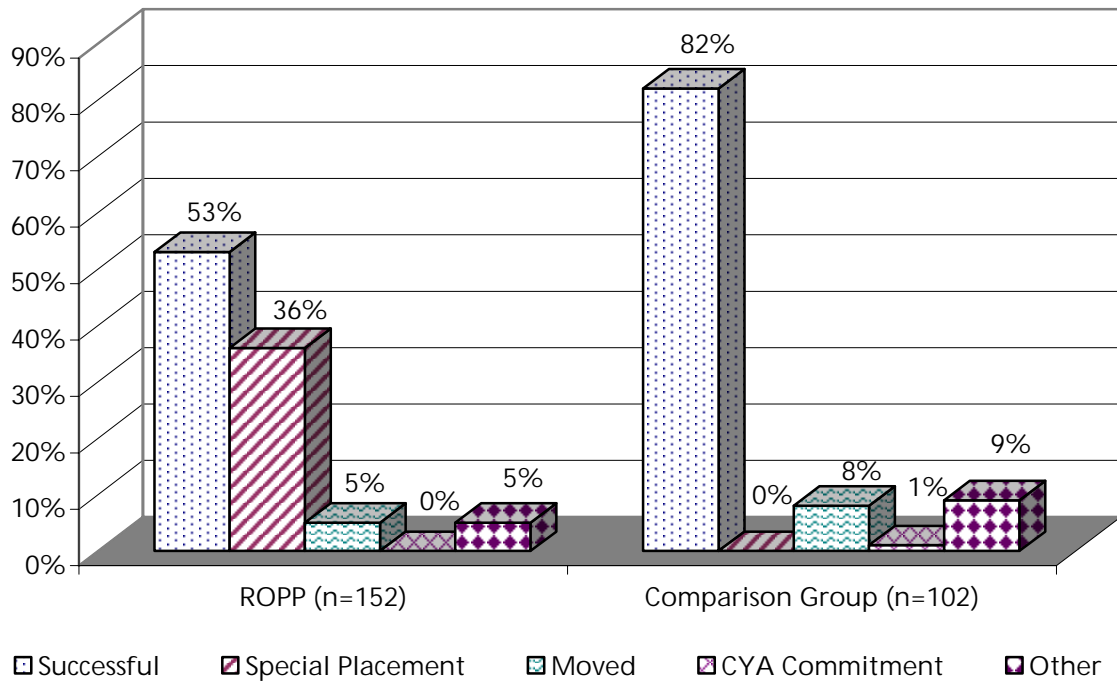
Length of Program Participation

The average time in the program for the ROPP sample was considerably less than the comparison group. Youth in the comparison group spent an average of 1,270 days (3.5 years) on probation from the period of intake through separation. In comparison, the ROPP sample was in the program for an average of 455 days (1.2 years). It should be noted that this difference may be due to the different definitions used for the two groups to define program completion. Specifically, for the ROPP group, it was end of participation in that program, and for the comparison group, it was end of probation supervision. For those who had not separated from the program by the end of the grant period, the average number of days in the program was 1,120 days (3.1 years) for the ROPP sample and 1,161 days (3.2 years) for the comparison group (not shown).

Program Separation Reason

The majority of the comparison group (82%) separated from the program because of successful termination, which was determined by whether they were terminated from probation successfully. However, 53 percent of the ROPP sample separated due to successful termination. This difference was due to the fact that the standards for successful completion were different for the two groups, as well as the fact that there were no special program placements for the comparison group, while 36 percent of the ROPP sample did not complete the program due to this special program placement. Other reasons for program separation included "moved" (5% ROPP and 8% comparison group), CYA commitment (0% ROPP and 1% comparison group), and other reasons (5% ROPP and 9% comparison group) (Figure 3.37).

Figure 3.37
ROPP SAMPLE AND COMPARISON GROUP PROGRAM SEPARATION REASON
ROPP Final Evaluation Report, October 2002



Service Delivery Measures

Terms of Probation

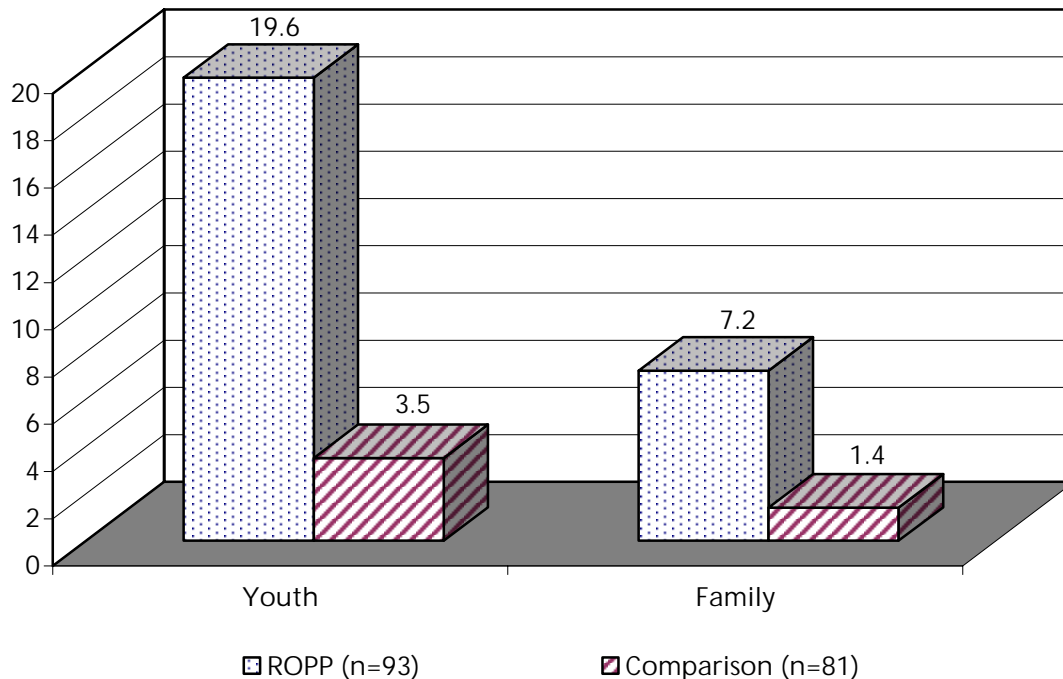
Since the data that was required by the BOC focused mainly on court orders, an analysis of these data showed little difference in the case plans for the ROPP sample and comparison group. Therefore, even though not reflected in these data, it is important to remember that the focus of ROPP on assessing individual and family needs resulted in frequent special program placements. Along with traditional and nontraditional services, the service plans included completion of court orders. Most of the ROPP sample and comparison group were required to submit to drug testing (91% of the ROPP sample and 82% of the comparison group), had search and seizure conditions (98% and 96%, respectively), were ordered to pay fines (98% and 99%, respectively), or to complete community service (88% and 78%, respectively). Lesser percentages were ordered to pay restitution (25% and 30%, respectively).

ROPP was able to take advantage of flexible funding that made nontraditional services available to youth and families. Sometimes these services played an instrumental role in helping the family address areas of risk. For instance, one family was living in a bad neighborhood, which contributed to the minor's delinquency. An ROPP staff member realized the impact of the neighborhood and researched funding options to help the family relocate. Funds from the Volunteers in Probation (VIP) program assisted the family in being able to afford the deposit on a new apartment in a more positive community. Other examples from ROPP include buying a dress for a young girl who wanted to attend a school dance, providing groceries to a family, and raising funds to buy winter coats for all ten children in one family. By ROPP helping to provide for families' basic needs in special circumstances, the family has more support to focus on making positive changes.

Program Services

ROPP is specifically different from traditional probation because the smaller caseloads allow the Probation Officers to meet with the minor and family more often. ROPP staff were able to make an average of 20 face-to-face contacts with the minor in a six-month reassessment period, compared to only four contacts in six months for the comparison group (Figure 3.38). Likewise, the average number of family contacts was seven for the ROPP sample and one for the comparison group. In addition, ROPP recognized that the inclusion of friends and community members on the family team was essential in providing the minor and family with a network of individuals who could continue to encourage and help the family once the youth had separated from the program.

Figure 3.38
ROPP SAMPLE AND COMPARISON GROUP AVERAGE NUMBER
OF PROBATION OFFICER CONTACTS DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002

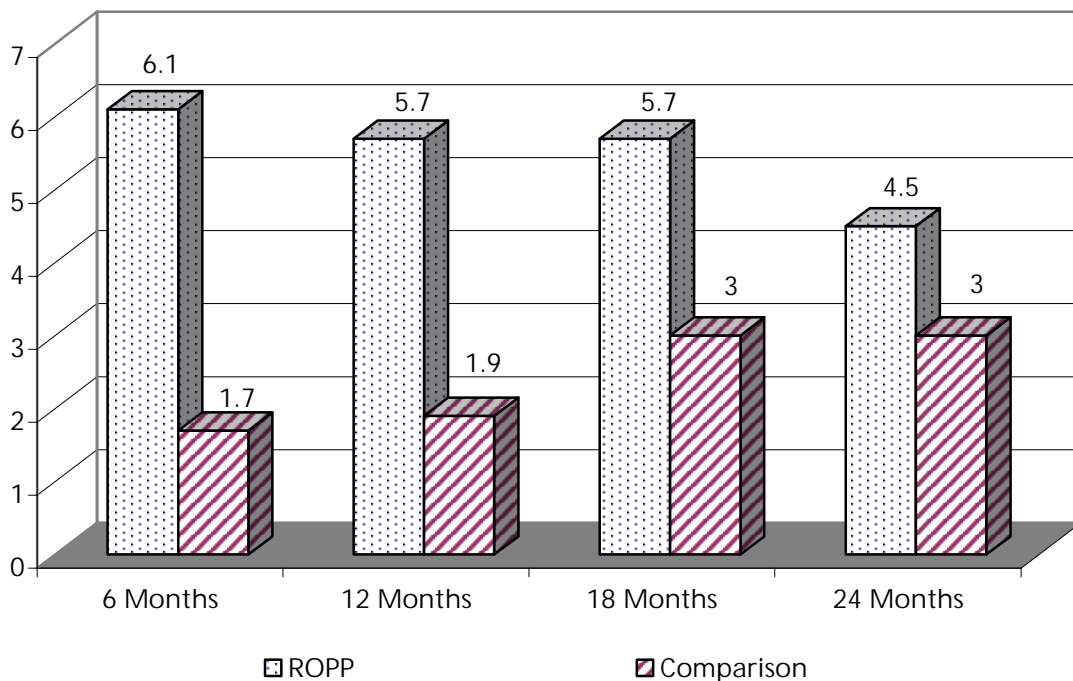


Since the service plans for the ROPP sample often included a variety of services beyond those that were court-ordered, staff recognized the need to provide transportation to the youth and family in order to ensure successful completion of these services. The average number of trips provided for the ROPP sample in the first four reassessment periods was as follows: 3.1 for 6 months, 1.6 for 12 months, 1.8 for 18 months, and 1.5 for 24 months. There is no record whether transportation was provided to the comparison group (not shown).

Number of Drug Tests Received

The youth in ROPP were frequently drug tested, and positive tests often were used to substantiate a referral. The average number of drug tests during a six-month reassessment period varied from five to six for the ROPP sample and from two to three for the comparison group. The average in the first reassessment period was six for the ROPP sample and two for the comparison group. The difference is less in the fourth reassessment period, with an average of five drug tests for the ROPP sample and three for the comparison group (Figure 3.39).

Figure 3.39
ROPP SAMPLE AND COMPARISON GROUP NUMBER OF
DRUG TESTS RECEIVED DURING REASSESSMENT
ROPP Final Evaluation Report, October 2002



NOTE: Total cases for the ROPP sample include 88 (6 Months), 89 (12 Months), 90 (18 Months), and 89 (24 Months). Total cases for the Comparison group include 70 (6 Months), 73 (12 Months), 73 (18 Months), and 72 (24 Months).

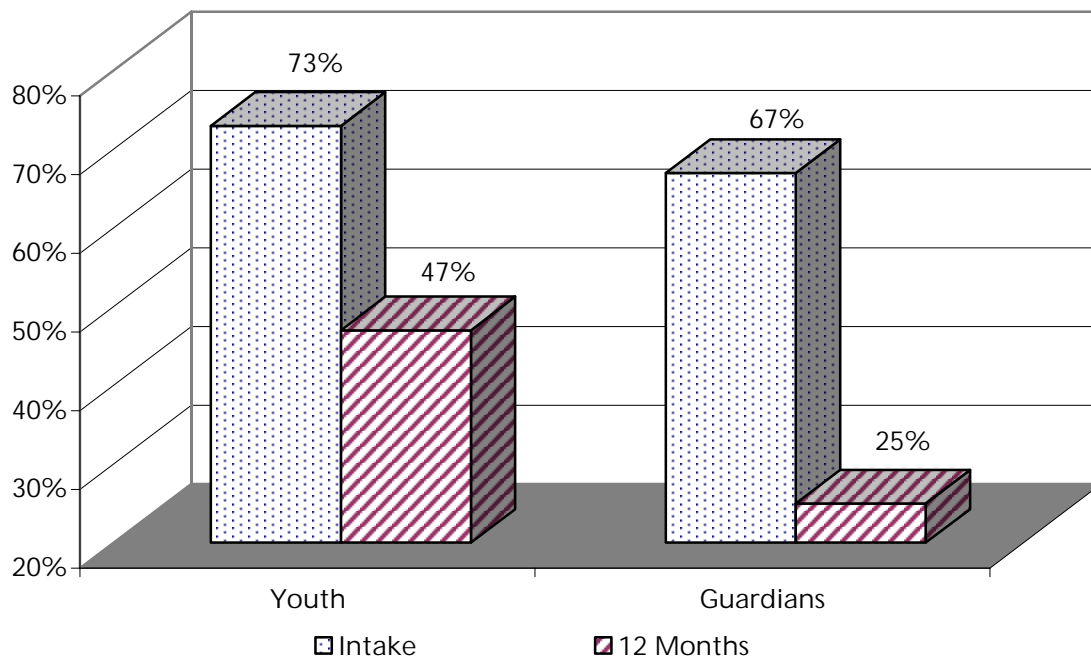
Supplemental Measures

The supplemental process evaluation included youth and guardian interviews that focused on client satisfaction, empowerment, and youth and family behavioral changes. A total of 64 youth and guardians were interviewed; however, the same individuals were not necessarily interviewed at the initial, six-month, and twelve-month periods. The remainder of this chapter discusses the outcomes of the survey that are relevant to the process evaluation.

Awareness of Services

Both the guardian and youth were asked in each interview if they were aware of the services that were available. Initially, the youth were less aware of services than the guardians. In the first interview, 73 percent of the youth and 67 percent of the guardians were not sure what services were available. By the 12-month interview, the percentage dropped to 47 percent for the youth and 25 percent for the guardians (Figure 3.40). The guardians also were asked if they had been informed about program opportunities. Most of the guardians (88%) felt they had been informed about program opportunities when asked during the initial interview, and this percentage increased to 100 at the 12-month interview (not shown).

Figure 3.40
PERCENT OF ROPP SAMPLE YOUTH AND GUARDIANS UNAWARE
OF PROGRAM SERVICES AT INTAKE AND 12 MONTHS
ROPP Final Evaluation Report, October 2002

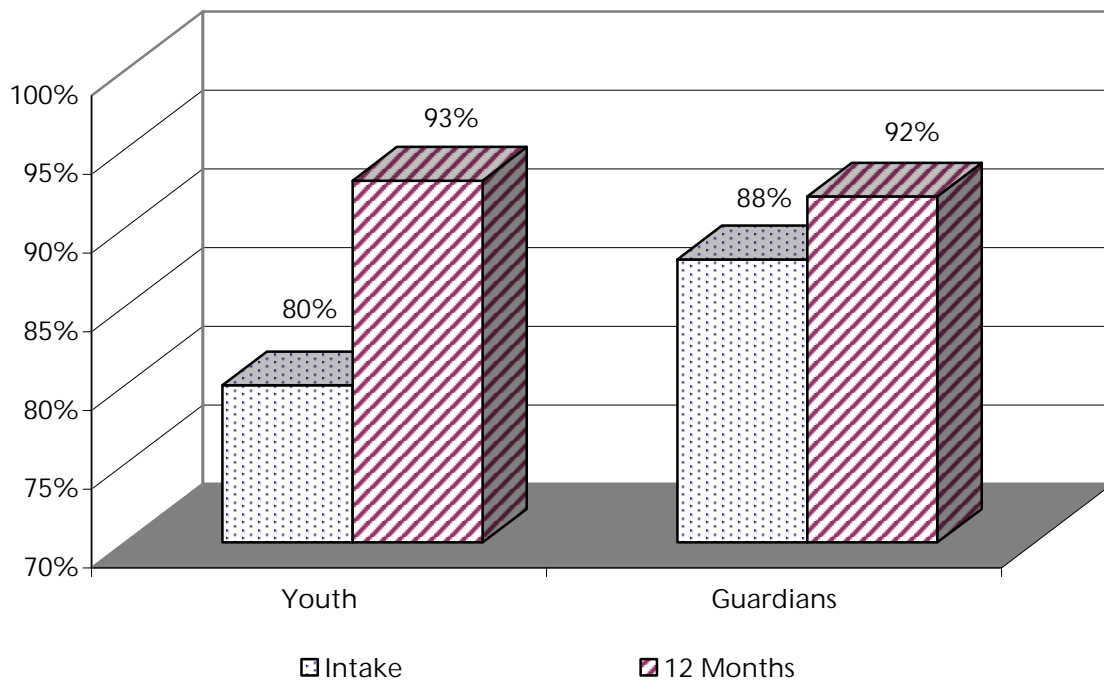


NOTE: Total cases for the Youth include 30 at Intake and 15 at Exit. Total cases for the Guardians include 33 at Intake and 12 at Exit.

Relationship with Program Staff

Both the youth and guardians felt their relationship with program staff improved over time. As Figure 3.41 shows, for the initial interview, 80 percent of the youth and 88 percent of the guardians agreed they had a good relationship with program staff. Agreement increased to 93 percent for the youth and 92 percent for the guardians that were interviewed at twelve months.

Figure 3.41
PERCENT OF ROPP SAMPLE YOUTH AND GUARDIANS REPORTING A GOOD
RELATIONSHIP WITH PROGRAM STAFF AT INTAKE AND 12 MONTHS
ROPP Final Evaluation Report, October 2002

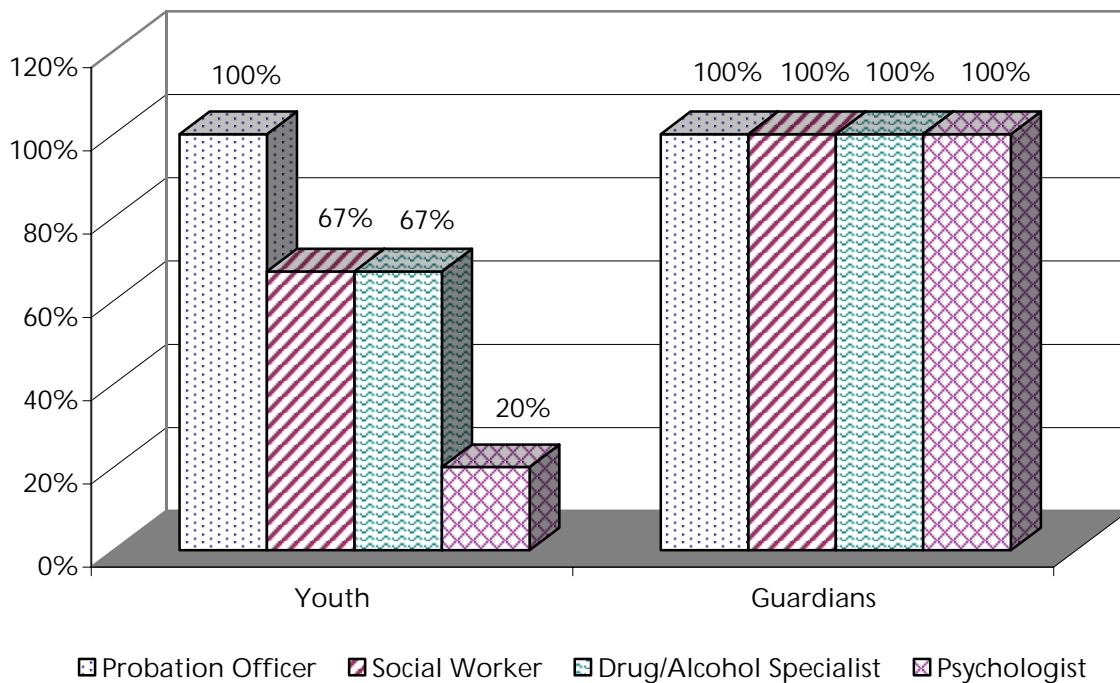


NOTE: Total cases for the Youth include 30 at Intake and 15 at Exit. Total cases for the Guardians include 33 at Intake and 12 at Exit.

Level of Satisfaction with Program Staff

Probation officers had the highest rating in terms of helpfulness from the youth and guardians (Figure 3.42). In the 12-month interview, 100 percent of the youth and guardians stated that their Probation Officers had been helpful.

Figure 3.42
PERCENT OF ROPP SAMPLE YOUTH AND GUARDIANS RATING
STAFF AS HELPFUL AT 12 MONTHS
ROPP Final Evaluation Report, October 2002



NOTE: Total cases for the Youth include 30 at Intake and 15 at Exit. Total cases for the Guardians include 33 at Intake and 12 at Exit.

In addition, at 12 months, 87 percent of the youth and 100 percent of the guardians rated their experience in ROPP as having been a positive one (not shown).

CHAPTER 4
CONCLUSIONS

CHAPTER 4 CONCLUSIONS

INTEGRATION OF FINDINGS

The results of the impact evaluation for this project yielded variable results in terms of the expected outcomes. While the ROPP sample did not have fewer filed or sustained petitions, compared to those on standard probation, they were more likely to receive probation violations, which demonstrates the increased level of accountability that accompanied increased supervision. In addition, they were significantly less likely to have a sustained petition for a felony-level crime and significantly less likely to be on warrant status in two of the four reassessment periods. There was no difference in the custody time served by either group.

In terms of court-ordered obligations, positive outcomes were realized in terms of the percent of drug tests that were positive in the first three assessment periods, as well as completion of restitution payment, fine payment, and community service. School data that were available suggested that the ROPP group had significantly higher grade point averages at 12 months and were also more likely to be passing classes. Supplemental analysis from assessment data collected for the ROPP sample revealed that these youth were less at-risk in terms of their criminality, education, relationships, substance use, and parental substance use after program participation.

Finally, in interpreting these results, it should be noted that the pattern or level of differences may have changed if the analyses were limited to those who successfully completed ROPP rather than including those who left for other reasons, such as special program placement.

LIMITATIONS OF RESEARCH

A number of factors should be considered when reviewing these results. First, data collection was hampered in part by poor documentation on a number of variables, primarily those related to school performance. This lack of information could affect the pattern of results as less information is available over time and negative information is more likely to be documented than positive information. Second, it is important to note the wide array of services offered to adjudicated youth in San Diego County through the Probation Department, as well as local service providers. Thus, even though there was random assignment, those in the comparison group may still have received a higher level of service than juveniles on standard probation in other jurisdictions. Finally, it is important to note that, in any research study that tracks the effect of increased supervision, there is always the possibility that the result of this increased supervision will be the detection of more negative outcomes than would have otherwise been observed. Similarly, it also is possible that the rating of risk factors could have increased over time as a Probation Officer gets to know a juvenile and his or her family better and they reveal more to him/her than they may have done initially.

RECOMMENDATIONS FOR FUTURE RESEARCH

Due to the complex data collection strategies required for this project, it is imperative that excellent documentation be maintained regarding how data are collected and coded. This is especially important when there is staff turnover among the research staff. In addition, it is important that there is a clear understanding of what data elements are available and that the cooperation of other entities that could provide access to these data be maintained.

One solution to the issues concerning data collection is to ensure that information systems used across counties are consistent in how data are entered, in terms of both variables and format. Common data elements should be developed prior to initiation of the program and should remain consistent throughout the duration of the evaluation. Likewise, there should be a common understanding of how the variables are to be measured. If supplemental data are utilized by a program, information systems should be in place or created to organize this additional data. The accessibility of all data should be efficient.

It is important to integrate program staff in the research process as much as possible, by using a participatory evaluation approach. While staff usually have strenuous workloads already, their expertise is extremely valuable in collecting data, creating instruments, and analyzing outcomes. Staff's knowledge of program implementation, coupled with the evaluator's research expertise, results in a highly regarded and effective evaluation.

Whenever possible, a variety of instruments should be used. This triangulation allows the weakness of one instrument to be off-set by the strengths of other instruments. Methods should include quantitative instruments, interviews and surveys, and in-depth case studies. The more information that can be collected concerning program processes and outcomes, the more meaningful the evaluation.

It is also recommended that the evaluation use multiple informants. Staff, youth, families, and natural supporters of the youth all have different perspectives of how effective a service or program is. Obtaining a number of perspectives provides a holistic picture of the impact on a child.

San Diego County particularly noted that a small percentage of youth who were severely at-risk in the areas of drug use, gang identification, and mental health issues or had complex problems in these areas, were better served through intensive supervision programs such as the gang suppression unit, mental health residential facilities, or drug abuse treatment facilities. Creating a weighted risk scale that rates these areas as higher risk scores could be helpful in assessing program eligibility. In addition, further research should include specific analysis of the outcomes for these particular youth.

CHAPTER 5
DISCUSSION

CHAPTER 5 DISCUSSION

WHAT WE FOUND THAT WORKED

Maintaining a Small Client-to-Staff Ratio

The role change for the Probation Officers also required more family contacts and intense supervision. As the program progressed, staff realized that smaller caseloads were necessary in order to incorporate all of the objectives of ROPP. The Social Workers and Alcohol and Drug Specialist also agreed that smaller caseloads were necessary. The appropriate range, according to staff, was between 15 and 20 youth.

Using the Wraparound Approach

In order to prevent repeat offending and ensure the youth's success in the community, the wraparound approach was implemented for San Diego ROPP. Wraparound is a strength-based approach that actively includes the family in case planning. The philosophy is that success is dependent upon the balance of formal services and natural supports (i.e., family, friends, and community-based organizations). The formal services aim the youth and family in the right direction, while the natural supports continue to assist the family when formal services are no longer needed.

Wraparound provides the Probation Officers with flexibility and innovation to assist youth and families. Service plans are designed to meet individual needs rather than match the youth to a menu of pre-established services. Such flexibility allows staff to find services that truly change attitudes and behavior, resulting in positive outcomes.

In addition, ROPP was able to utilize SB 163 funds to provide services that would fit individual youth and family needs. When a need was assessed that required innovative resources, ROPP staff researched which agencies could provide these resources. Often the agencies that were most helpful were ones who could use SB 163 funds to provide services. For instance, Volunteers in Probation (VIP) was able to provide financial assistance to one family in order for them to afford the deposit on a new apartment in a safer community.

Implementing Centrally-Located Services

Upon program inception, the staff of ROPP was located outside of the community they served. In March 1999, the Family and Community Team OutReach (FACTOR) Center opened. The FACTOR

Center provides office space for all of the ROPP team members and an on-site court school, and is located within the target community. Community-based programs benefit from centrally-located services because they are easier for staff and families to access. In addition, it is a helpful tool for Probation as it immerses officers in the community and helps them understand the particular needs of the community they serve.

Utilizing Graduated Sanctions and Immediate Responses

The intensive supervisory nature of ROPP allowed the Probation Officers to act quickly when they knew a minor was in violation of probation or noncompliant. This report has shown that the ROPP sample had more probation violations than the comparison group. Both referrals and custody time allowed the Probation Officer to use graduated sanctions, while holding the youth accountable. Likewise, graduated sanctions provided a range of options for addressing violations, from home placement to institutional commitment.

Providing Intensive Alcohol and Drug-Related Treatment Services

With the large percentage of youth assessed as at-risk for substance abuse, it became apparent that providing intense alcohol and drug-related services was necessary. An Alcohol and Drug Specialist (ADS) was part of every team and performed comprehensive substance abuse assessments, assisted in case planning and implementation, and provided referrals to appropriate community-based treatment services.

Having An On-Site Court School

One of the most valuable resources provided at the FACTOR Center was ROPP Summit, a court school. As an on-site school, ROPP Summit was valuable because it allowed Probation Officers to work closely with the teachers in creating education plans that best fit the needs of the student. Likewise, it was easier for the Probation Officers to be engaged in assisting with developing Individual Education Plans (IEPs).

WHAT DIDN'T WORK

Including Youth Who Are Better Served Through Programs That Focus on Specific Risk Factors

Dr. Julio Armenta, ROPP's staff psychologist, developed a hypothesis regarding which minors will be successful in the program. The criteria include minors without severe or complex mental health issues or chronic alcohol and drug problems. Youth with these issues, as well as youth who are entrenched in a gang lifestyle, are better served through special programs that target these areas.

The results of this evaluation show that youth who did not successfully complete ROPP, many of which were placed in special programs to deal with complex issues, had more referrals than those youth who successfully completed ROPP.

Relying Upon Services Outside the Target Community

At first, ROPP had to rely upon services that were spread throughout the County. It was realized shortly after program inception that ROPP was better able to address the needs of the youth and family when services were in a centralized site that was easily accessible. The FACTOR Center was particularly helpful in providing probation, supervision, alcohol and other drug services, and counseling at one central location.

Decentralization of program services made it more difficult for clients to maintain compliance. Specifically, the distance made transportation to the services difficult. Often Probation Officers transported youth. Likewise, taking time to travel to services was time consuming and counterproductive for the Officers.

When services were needed outside the community, ROPP fortunately had the resources available to help the clients travel to these agencies. However, it was noticed that clients were more likely to use services close to where they lived rather than those outside their community.

PROBLEMS THAT WE ENCOUNTERED

Lack of Parental Support

The wraparound approach is founded on the inclusion of the parents in developing a service plan in order for the service plan to include formal services and natural support. When the parents are reluctant to be involved, the youth may encounter problems with transportation, negative family influences, and lack of changes in family dynamics. It is hoped that, by including the parents in the family team, they will be motivated to take an active role in the youth's involvement in ROPP.

Fostering Continued Collaboration and Communication Between and Within Agencies

Collaboration takes considerable time, yet is a critical part of any multi-agency approach to providing services. Both communication and collaboration must be on-going efforts. As with all programs, this can be a challenge at program inception, when new relationships are formed. Tools that can help develop collaboration include: buy-in and reinforcement at all organizational levels, interagency meetings, trainings and workshops, and confidentiality agreements.

New staff also need to be made aware of the importance of collaboration. Staff should be introduced to all agencies they may come in contact with and be trained in the appropriate procedures of confidentiality in order for communication to be open, but within the boundaries decided upon by the agencies in the collaborative.

Limited Space for Staff and Clients

During a considerable portion of the grant period, adequate office space was limited. Due to an increase in staff and organizational changes, there was little space for youth to socialize at the FACTOR Center. Likewise, program staff had less office space and the researchers were very limited in the areas they could use to collect data. For the program staff, limited space impacted when and where Probation Officers could meet with youth and families. The researchers sometimes were restricted in when they could collect data, especially if it required using computers or desk space that was being used by program staff.

In May 2002, ROPP was given the approval to purchase modular furniture. This opened additional office space that could be used for counseling, tutoring, and IEP meetings.

FUTURE PLANS FOR THE PROJECT

The most significant program change will be a revision to the screening process. The instrument that is in place now does not flag those youth with severe and complex gang, mental health, or substance-abuse issues. Refining the methods for collecting information during the screening process also may help in more appropriate program placement.

The San Diego County Probation Department also hopes to identify a larger facility that will provide recreational space for youth. One of the problems faced by ROPP was limited space for clients to socialize. Recreational space would be an asset for Probation and the court school, ROPP Summit.

The Probation Department also plans to create an on-site collaborative with the Drug and Alcohol Program. In ROPP and other similar programs, the Drug and Alcohol Specialist has been a valuable resource and helpful in reducing risk in this area. A Drug and Alcohol collaborative will be a resource that can be used by the special Probation programs, as well as standard probation.

RECOMMENDATIONS FOR OTHER COUNTIES

Program Recommendations

Use a Collaborative Approach

Collaboration is most effective when it is introduced prior to program implementation. The design phase of program development is enhanced when all partners are included from the beginning in planning what services will be provided, how clients will be assessed, and organizing contracts and memorandums of understanding. This fosters a good working relationship with all stakeholders from the beginning and helps facilitate collaboration throughout the duration of the program.

The collaborative approach is one that provides a variety of resources. A broad resource base is helpful in providing services to a diverse population of youth. Likewise, collaboratives are helpful in securing funding to make additional services available. However, it should be noted that when a variety of agencies are working together, each agency must have a clear idea of what services they are to provide for each case in order to avoid overlap. There also should be flexibility in permanently referring youth to other programs that meet their individual needs if the grant program does not have the resources.

Maintain Caseloads Between 15 to 20 Youth

One of the things that should be considered first in program development is caseload sizes. At the beginning of ROPP, the caseloads were larger than many of the other counties that participated in ROPP. It is highly recommended that caseloads remain small in order to allow frequent face-to-face contacts. Such contact proved to be helpful in ensuring minors completed their court-ordered obligations and followed the requirements of their probation. The staff recommends that caseloads range from 15 to 20 youth. By including the entire family in case planning, case planning includes contacts with more individuals. ROPP found it particularly helpful to include sibling wards-of-the-court in this family-focused approach.

Provide Centrally-Located Comprehensive Services

Another component that should be included in designing a program similar to ROPP is the incorporation of central comprehensive services. The FACTOR Center allowed easy access to Probation, Alcohol and Drug services, court-school, and counseling. Other counties have expanded their central facility, which provides easy access for youth and families. Such access increases the likelihood that clients will participate in all aspects of the program. Likewise, the facility should provide a recreational area for the youth in order to keep them off the streets.

Provide On-Going Training to Staff

ROPP utilizes the wraparound approach, which is promoted through collaboration. Training in the wraparound approach and collaboration is extremely helpful and should occur throughout the duration of the program. Particularly, there should be new staff training and continued training for all staff in communication and collaboration, as well as other areas of importance that staff identify.

Reduce Staff Turnover

Lastly, as with most service agencies, staff turnover can be a challenge to program effectiveness. It is recommended that some of the following be included to reduce staff turnover: promotions, hiring of staff who enjoy flexibility, provide staff recognition, encourage vacation and time off, and utilize a flex-schedule.

Evaluation Recommendations

Establish Efficient Information Systems

The variety and substantial amount of data that are collected for an evaluation of this magnitude necessitate the use of information systems that are efficient and effective. If an information system is not already in place, the type of system to be used should be carefully weighed in regard to the purposes. Specifically, a single system should be used for data entry and analysis. ROPP experienced considerable problems with information systems, as the database that was created for data entry was different from the system used for analysis. Using one system saves time and decreases the chance of data errors. The information system should be supplemented with consistent data collection forms, a manual, and detailed instructions.

Utilize Participatory Methods

The inclusion of staff in designing the evaluation is very valuable in developing an evaluation that accurately measures the goals of the program. Staff are the experts in the program and should be utilized whenever possible to help with design, data collection, and analysis.

It should be noted that most program staff already have a full workload. The degree of staff participation will differ from one program to another; however, consensus should be reached at program inception between the evaluators and program staff about the degree of participation possible.

REFERENCES

REFERENCES

Schumacher, M. & Kurz, G.A. (2000). *The 8% Solution*. Thousand Oaks, CA: Sage Publications, Inc.

U.S. Bureau of the Census (2000). *Census 2000*.

APPENDICES

APPENDIX A
ROPP SAMPLE AND
COMPARISON GROUP DESCRIPTIVES

APPENDIX A

ROPP SAMPLE AND COMPARISON GROUP DESCRIPTIVES

This appendix includes the percentages for sample descriptive data, including data that is unknown for the ROPP sample and comparison group. The percentages differ from those in the text due to the exclusion of unknown data in the text.

	ROPP	Comparison
Average Age (Years)	14.4	14.3
Gender		
Male	83%	84%
Female	17%	16%
Race/Ethnicity		
Hispanic	52%	42%
Black	31%	34%
White	9%	11%
Asian	5%	7%
Other	5%	7%
Receiving Public Assistance		
Yes	49%	48%
No	46%	40%
Unknown	5%	12%
Number of Address Changes in Last 12 Months		
None	70%	60%
One	8%	9%
Two or More	8%	12%
Unknown	13%	18%
Enrolled in School		
Yes	88%	87%
No	12%	13%
Type of School		
Comprehensive	54%	54%
Alternative	18%	21%
Court School	12%	5%
Private School	1%	1%
Independent Study	3%	6%
Not Applicable	12%	14%

	ROPP	Comparison
Grade Level		
Elementary	1%	1%
Middle (6th -8th)	62%	57%
High School (9th -12th)	33%	35%
Unknown	4%	6%
Relative Grade Level		
At or Above	81%	81%
Below	15%	11%
Unknown	4%	8%
Prior 601 WIC Referral		
Yes	6%	9%
No	94%	91%
Unknown	0%	0%
Prior 602 WIC Referral		
Yes	40%	43%
No	60%	40%
Unknown	0%	0%
Highest Filed Offense Level		
Felony	64%	64%
Misdemeanor	36%	36%
Unknown	0%	0%
Highest Filed Offense Involved		
Firearm	3%	5%
Other Weapon	25%	22%
Injury to Victim	22%	21%
Unknown	0%	0%
Risk Factor for Family Issues		
Yes	100%	100%
No	0%	0%
Unknown	0%	0%
Lack of Supervision and Control		
Yes	94%	90%
No	6%	9%
Unknown	0%	1%
Criminal Family Influence		
Yes	70%	64%
No	30%	36%
Unknown	0%	0%
Family Violence		
Yes	72%	67%
No	28%	32%
Unknown	0%	1%

	ROPP	Comparison
Significant Stress Impacting Family		
Yes	95%	98%
No	5%	2%
Unknown	0%	0%
Risk Factor for School Issues		
Yes	96%	95%
No	3%	5%
Unknown	1%	0%
Attendance Problems		
Yes	66%	68%
No	31%	29%
Unknown	3%	4%
Academic Problems		
Yes	60%	56%
No	29%	31%
Unknown	11%	14%
Behavior Problems (Suspended/Expelled)		
Yes	58%	52%
No	35%	45%
Unknown	7%	3%
Risk Factor for Substance Abuse		
Yes	53%	54%
No Known Pattern of Use	47%	46%
Unknown	0%	0%
Alcohol Abuse (Frequent Use)		
No known Pattern of Use	63%	66%
Occasional Use	28%	26%
Frequent Use	10%	9%
Unknown	0%	0%
Drug/Chemical Abuse		
No Known Pattern of Use	54%	53%
Occasional Use	28%	32%
Frequent Use	18%	15%
Unknown	0%	0%
Risk Factor for Pre-Delinquent Behavior		
Yes	91%	91%
No	9%	8%
Unknown	1%	1%
Gang Identification		
Yes	39%	36%
No	57%	58%
Unknown	4%	6%

	ROPP	Comparison
Stealing and Theft Pattern		
Yes	15%	21%
No	83%	75%
Unknown	2%	4%
Runaway or Stay Away Pattern		
Yes	11%	12%
No	86%	84%
Unknown	3%	4%
Criminal Peers		
Yes	86%	86%
No	12%	12%
Unknown	2%	2%

Note: Percentages may not equal 100 percent due to rounding.

APPENDIX B
STATISTICAL SIGNIFICANCE
TEST RESULTS

APPENDIX B

STATISTICAL SIGNIFICANCE TEST RESULTS

This appendix includes information regarding the statistical tests that were conducted and the results that were discussed throughout the report. Each test that resulted in a **significant** finding is referred to, with reference to the predictive factor and outcome measure, type of statistical test, results, and the significance level.

Three primary statistical tests were used. The Analysis of Variance (ANOVA) is a test of the statistical significance of the difference between the mean scores of two or more groups on one or more variables. Specifically, the procedure involves computing a ratio of the variance within the groups (error variance) to the variance between groups (explained variance). A Chi-Square analysis is a goodness-of-fit test that involves determining if the distribution among categories matches or fits a theoretical explanation. The p-value refers to the probability that a result could have been produced by chance or random error. The smaller the p-value, the greater the likelihood that the result was not merely due to chance.

RECIDIVISM

Source	Predictive Factor	Outcome Measure	Statistical Test	Results
Fig. 3.16	Separation Reason	Subsequent 602 referrals (1 st period)	Chi Square	$X^2(1, N=254) = 25.69^{***}$
Fig. 3.16	Separation Reason	Subsequent 602 referrals (2 nd period)	Chi Square	$X^2(1, N=240) = 46.48^{***}$
Fig. 3.16	Separation Reason	Subsequent 602 referrals (3 rd period)	Chi Square	$X^2(1, N=164) = 15.25^{***}$
Fig. 3.16	Separation Reason	Subsequent 602 referrals (4 th period)	Chi Square	$X^2(1, N=121) = 6.75^{**}$
Fig. 3.17	Group Assignment	601 Referrals Filed as Probation Violation (1 st period)	Chi Square	$X^2(1, N=366) = 4.75^*$
Fig. 3.17	Group Assignment	601 Referrals Filed as Probation Violation (2 nd period)	Chi Square	$X^2(1, N=327) = 5.10^*$
Fig. 3.17	Group Assignment	601 Referrals Filed as Probation Violation (3 rd period)	Chi Square	$X^2(1, N=265) = 6.18^*$
Fig. 3.17	Group Assignment	601 Referrals Filed as Probation Violation (2 nd period)	Chi Square	$X^2(1, N=217) = 4.84^*$
Fig. 3.19	Group Assignment	Highest Filed Charge-Offense Category	Chi Square	$X^2(3, N=302) = 15.33^{**}$
Fig. 3.20	Group Assignment	Highest Filed Charge-Offense Level	Chi Square	$X^2(2, N=276) = 13.01^{**}$
Fig. 3.23	Group Assignment	Highest Sustained Charge-Offense Category	Chi Square	$X^2(2, N=276) = 11.27^{**}$

WARRANT STATUS

Source	Predictive Factor	Outcome Measure	Statistical Test	Results
Fig 3.22	Group Assignment	Days on Warrant (1 st period)	ANOVA	$F(1, N=365) = 5.12^*$
Fig 3.22	Group Assignment	Days on Warrant (2 nd period)	ANOVA	$F(1, N=323) = 5.68^*$
Fig 3.22	Group Assignment	Days on Warrant (3 rd period)	ANOVA	$F(1, N=232) = 5.65^*$
Fig 3.24	Group Assignment	Warrant Status (2 nd period)	Chi Square	$\chi^2(1, N=323) = 5.62^*$
Fig 3.24	Group Assignment	Warrant Status (3 rd period)	Chi Square	$\chi^2(1, N=323) = 5.17^*$

SCHOOL PERFORMANCE

Source	Predictive Factor	Outcome Measure	Statistical Test	Results
Fig 3.26	Group Assignment	Current GPA (2 nd period)	ANOVA	$F(1, N=196) = 4.08^*$
Fig 3.27	Group Assignment	Classes Passed (2 nd period)	ANOVA	$F(1, N=194) = 6.74^{**}$
Fig 3.27	Group Assignment	Classes Failed (2 nd period)	ANOVA	$F(1, N=219) = 7.70^{**}$

OBLIGATIONS

Source	Predictive Factor	Outcome Measure	Statistical Test	Results
Fig. 3.28	Group Assignment	Percent Positive Drug Tests (1 st period)	ANOVA	$F(1, N=256) = 6.68^{**}$
Fig. 3.28	Group Assignment	Percent Positive Drug Tests (2 nd period)	ANOVA	$F(1, N=199) = 3.89^*$
Fig. 3.28	Group Assignment	Percent Positive Drug Tests (3 rd period)	ANOVA	$F(1, N=138) = 14.65^{***}$
Table 3.2	Group Assignment	Completed Volunteer Community Service (2 nd period)	Chi Square	$\chi^2(2, N=219) = 10.32^*$

RISK, SAFE, AND THRIVING ASSESSMENT

Source	Predictive Factor	Outcome Measure	Statistical Test	Results
Fig 3.35	Initial and Exit	Percent Total Risk Score	ANOVA	$F(1, N=141) = 44.26^{***}$
Fig 3.35	Initial and Exit	Percent Total Thriving Score	ANOVA	$F(1, N=141) = 71.15^{***}$

* $p < .05$, ** $p < .01$, *** $p < .001$

APPENDIX C
DATA COLLECTION INSTRUMENTS

ELIGIBILITY (INITIAL ASSESSMENT)

NAME (Last, First, MI) _____ REJIS # _____

GENDER: |__| 1 = Male 2 = Female DATE OF BIRTH |__| |__| |__| |__| |__|

ETHNICITY: |__|

- | | | |
|-----------------|---------------------|----------------------|
| A = Other Asian | H = Hispanic | P = Pacific Islander |
| B = Black | I = American Indian | S = Samoan |
| C = Chinese | J = Japanese | U = Hawaiian |
| D = Cambodian | K = Korean | V = Vietnamese |
| F = Filipino | L = Laotian | W = White |
| G = Guamanian | O = Other | Z = Asian Indian |

AGE: 15 years and 6 months or less : |__| 1 = Yes 2 = No
 More than above, less than 16 |__| 1 = Yes 2 = No
 WARDSHIP: First time ward? |__| 1 = Yes 2 = No
 DATE of first Wardship |__| |__| |__| |__| |__|

FAMILY ISSUES |__| 1 = yes; 2 = no; 3 = unknown

Lack of Supervision & Control |__| 1 = Yes 2 = No 3 = Unk
 Criminal Family Influence |__| 1 = Yes 2 = No 3 = Unk
 Family Violence |__| 1 = Yes 2 = No 3 = Unk
 Prior/Pending 300 petitions filed |__| 1 = Yes 2 = No
 Prior CAR reports |__| 1 = Yes 2 = No
 Documented family/domestic violence |__| 1 = Yes 2 = No 3 = Unk

Significant stress due to one or more of the following: |__| 1 = Yes 2 = No 3 = Unk

Marital discord or divorce	__	1 = Yes 2 = No 3 = Unk
Financial problems	__	1 = Yes 2 = No 3 = Unk
Abandonment	__	1 = Yes 2 = No 3 = Unk
Death within the family	__	1 = Yes 2 = No 3 = Unk
Frequent relocations	__	1 = Yes 2 = No 3 = Unk
Substance abuse	__	1 = Yes 2 = No 3 = Unk
Serious illness/disability	__	1 = Yes 2 = No 3 = Unk
Home unstable, chaotic, turmoil	__	1 = Yes 2 = No 3 = Unk
Difficulty in cultural assimilation (language)	__	1 = Yes 2 = No 3 = Unk
Other Sources	__	1 = Yes 2 = No 3 = Unk

ELIGIBILITY (INITIAL ASSESSMENT)

SCHOOL ISSUES |__| 1 = yes; 2 = no; 3 = unknown

- Attendance Problems** during the last 6 months |__| 1 = Yes 2 = No 3 = Unk
- Academic Problems** - minor has received 2 or more failing grades last academic year |__| 1 = Yes 2 = No 3 = Unk
- Number of classes passed |__|
- Number of classes failed |__|
- Behavior** - Minor has been suspended or expelled for problem behavior in last 6 months and/or is currently suspended or expelled |__| 1 = Yes 2 = No 3 = Unk

SUBSTANCE ABUSE ISSUES |__| 1 = yes; 2 = no known pattern of use

- Alcohol Abuse** |__| 1 = No, No known pattern of use
2 = Yes, Occasional use
3 = Yes, Frequent Use(weekly or daily)
- Drug or Chemical Abuse** |__| 1 = No, No known pattern of use
2 = Yes, Occasional use
3 = Yes, Frequent Use (weekly or daily)

PRE-DELINQUENCY BEHAVIORS |__| 1 = yes; 2 = no; 3 = unknown

- Gang Identification** |__| 1 = Yes 2 = No 3 = Unk
- Stealing and Theft Pattern** |__| 1 = Yes 2 = No 3 = Unk
- Runaway or Stayaway Pattern** |__| 1 = Yes 2 = No 3 = Unk
- Criminal Peers** |__| 1 = Yes 2 = No 3 = Unk

CASE SELECTION DECISION

- SPO Decision |__| 1 = Eligible case
2 = Ineligible, case does not meet criteria
- Number of Case Selection Factors Identified |__|
- If ineligible, reason(s):
 - Too old |__| 1 = Yes 2 = No
 - 3 or more applications for petition |__| 1 = Yes 2 = No
 - Does not present multi-problem profile |__| 1 = Yes 2 = No
 - Not a legal resident; ineligible for services |__| 1 = Yes 2 = No

CASE ASSIGNMENT DECISION

- Date of Case Assignment |__| |__| |__| |__| |__|
- Group Assignment |__| 1 = Experimental Group
2 = Control Group
3 = Ineligible

**San Diego County ROPP Program
INITIAL ASSESSMENT**

NAME (SANDAG ID#) _____

REJIS # _____

INITIAL JUVENILE RECORD

For the minor:

PRIOR

Prior 300/CAR referrals 1 = Yes 2 = No (cross check w/eligibility)
 Prior 601 WIC referrals 1 = Yes 2 = No
 Prior 602 WIC referrals 1 = Yes 2 = No
 Total number of all referrals
 Total number of petitions filed
 Number of petitions sustained
 Date of first 602 referral

CURRENT

Current Offense - Highest charge filed (BCS)
 Offense Code
 Code Type (PC, WI, etc)
 Identifiers (a,3, etc)
 Degrees (1st, 2nd, etc)
 Level (felony, misd)
 Involved weapon other than firearm 1 = Yes 2 = No
 Involved firearm 1 = Yes 2 = No
 Physical injury to victim? 1 = Yes 2 = No

Current Offense - Highest charge sustained
 Offense Code
 Code Type
 Identifiers
 Degrees
 Level

Disposition of Current Offense 1 = Wardship-Home
 2 = Wardship -Out of home;
 3 = Institutional Commitment
 Commitment length ordered (in days)

For the minor's siblings with same home of record: Slash thru if no sibs at home.

PRIOR

Prior 300 referrals 1 = Yes 2 = No
 Prior 601 WIC referrals 1 = Yes 2 = No
 Prior 602 WIC referrals 1 = Yes 2 = No

INITIAL LIVING ARRANGEMENT

Minor resides with: 1 = 2 natural parents; 2 = mother/stepfather; 3 = father/stepmother; 4 = single mother; 5 = single father; 6 = single mother & partner; 7 = single father & partner; 8 = single mother & adult relatives; 9 = single father & adult relatives 10 = other adult relatives; 11 = non-relatives 12 = foster parents; 13 = group home, 14 = placement, 15 = private hospital

San Diego County ROPP Program INITIAL ASSESSMENT

INITIAL LIVING ARRANGEMENT

Number of total people who reside in home *cross check with who minor resides with
 # of parents
 # of siblings
 # other adult relatives
 # other minor relatives
 # other unrelated adults
 # other unrelated minors

DOB each sibling in home

Sibling #1 _____
 Sibling #2 _____
 Sibling #3 _____
 Sibling #4 _____
 Sibling #5 _____
 Sibling #6 _____
 Sibling #7 _____
 Sibling #8 _____
 Sibling #9 _____
 Sibling #10 _____

Number of address changes over past 12 months 0 = none; 1 = one; 2 = two or more; 3 = unk
 Is family receiving public assistance? 1 = yes; 2 = no; 3 = unk

INITIAL SCHOOL ISSUES

1 = yes; 2 = no; 3=unk

Enrolled in school? 1 = yes; 2 = no; 3=unk
 Type of school 1 = comprehensive; 2 = alternative; 3 = court
 4 = private; 5 = independent study; 6 = NA

Current Grade Level
 Above, at, or below grade level 1 = above; 2 = at; 3 = below grade level; 9=unk
 If below, number of years below 99 = unk

Total school days - past 6 months 999 = unk
 Total days attended - past 6 months 999 = unk

Current Grade point average *either GPA or pass/fail – not both
 If pass/fail, is minor passing? (use if in grade school) 1 = yes; 2 = no; 3=unk
 Number of classes passed most recent report 99 = unk (cross check w/eligibility)
 Number of classes failed - most recent report 99 = unk (cross check w/eligibility)
 Total credits to date -**High School only (9th +)** 999 = unk (slash thru if not in high school)

Total suspensions - past 6 months 99 = unk (cross check w/eligibility-academic)
 Total expulsions - past 6 months 99 = unk (cross check w/eligibility-academic)

Diagnosed learning disability- ADD, severe dyslexia 1 = yes; 2 = no; 3 = unk (once a yes, always a yes)

INITIAL STRENGTHS/PROTECTIVE FACTORS

Positive adult relationship/mentor 1 = yes; 2 = no; 3 = unk
 Involvement in prosocial activities/sports 1 = yes; 2 = no; 3 = unk
 Employed 1 = yes; 2 = no; 3 = unk

San Diego County ROPP Program
6 MONTH REASSESSMENT REJIS # _____ SANDAG ID# _____

PARTICIPATION IN THE DEVELOPMENT OF THE SERVICE PLAN

School	<input type="checkbox"/>	1 = Yes 2 = No
DPO/SPO	<input type="checkbox"/>	1 = Yes 2 = No
Parent(s)	<input type="checkbox"/>	1 = Yes 2 = No
Minor	<input type="checkbox"/>	1 = Yes 2 = No
Mental Health	<input type="checkbox"/>	1 = Yes 2 = No
Social Services	<input type="checkbox"/>	1 = Yes 2 = No
AOD Services	<input type="checkbox"/>	1 = Yes 2 = No
Law Enforcement	<input type="checkbox"/>	1 = Yes 2 = No
Health Care	<input type="checkbox"/>	1 = Yes 2 = No
Com. Support/Case Advocate	<input type="checkbox"/>	1 = Yes 2 = No
Case Manager (PO)	<input type="checkbox"/>	1 = Yes 2 = No
Volunteer	<input type="checkbox"/>	1 = Yes 2 = No
Other	<input type="checkbox"/>	1 = Yes 2 = No

IDENTIFIED ROLE IN THE IMPLEMENTATION OF SERVICE PLAN

School	<input type="checkbox"/>	1 = Yes 2 = No
DPO/SPO	<input type="checkbox"/>	1 = Yes 2 = No
Parent(s)	<input type="checkbox"/>	1 = Yes 2 = No
Minor	<input type="checkbox"/>	1 = Yes 2 = No
Mental Health	<input type="checkbox"/>	1 = Yes 2 = No
Social Services	<input type="checkbox"/>	1 = Yes 2 = No
AOD Services	<input type="checkbox"/>	1 = Yes 2 = No
Law Enforcement	<input type="checkbox"/>	1 = Yes 2 = No
Health Care	<input type="checkbox"/>	1 = Yes 2 = No
Com. Support/Case Advocate	<input type="checkbox"/>	1 = Yes 2 = No
Case Manager (PO)	<input type="checkbox"/>	1 = Yes 2 = No
Volunteer	<input type="checkbox"/>	1 = Yes 2 = No
Other	<input type="checkbox"/>	1 = Yes 2 = No

PLANNED PROBATION ACTIVITIES

Minimum monthly face-to-face contact expectations:
with the minor
with the minor's family
with collateral individuals

*Search and Seizure Conditions 1 = Yes 2 = No

*Testing Conditions 1 = Yes 2 = No

Transportation to be provided
to household members 1 = Yes 2 = No

*Restitution (victim) 1 = Yes 2 = No
\$ amount set

Court work program 1 = Yes 2 = No
(N/A in San Diego)

*Community Service 1 = Yes 2 = No
hours ordered

*Fines (court) 1 = Yes 2 = No
\$ amount ordered

*Once a yes, always a yes, unless vacated.

San Diego County ROPP Program
6 MONTH REASSESSMENT **REJIS #** _____ **SANDAG ID#** _____

OTHER ACTIVITIES		
Mediation	<input type="checkbox"/>	1 = Yes 2 = No
Classes	<input type="checkbox"/>	1 = Yes 2 = No
# of Classes	<input type="text"/>	
Class 1- type	<input type="text"/>	
Class 2- type	<input type="text"/>	
Class 3- type	<input type="text"/>	
Class 4- type	<input type="text"/>	
Class 5- type	<input type="text"/>	
01 - Substance Abuse Education	<i>Class Type Codes</i>	17 - Domestic Abuse
02 - Relapse Prevention Classes	10 - Helath/Health Awareness	18 - Victim Issues/ Empathy
03 - Job Readiness	11 - AIDS/STD Education	19 - Theft/Property Offender Classes
04 - Life Skills	12 - Planned Parenthood	20 - Traffic School
06 - Literacy Classes	13 - Teen Parenting	22 - Peer Mediation Conflict Resolution
07 - ESL	14 - Self Esteem Development (Ropes)	23 - Gang Awareness Intervention Classes
08 - Computer Training	15 - Assertiveness Training	
09 - Hygiene & Grooming	16 - Anger Management (aggressive behavior)	
24 - Graffiti classes	36 - Early Prevention	
25 - Juvenile Offender	37 - Smoking Abstinence	
26 - Teen Recover Center	38 - Curfew	
27 - Teen Violence/Anger Mngmnt (26 wk program)	39 - Aftercare Program	
28 - Sexual Assault	40 - Loitering/Truancy Intervention	
29 - Juvenile Diversion		
30 - UPAC		
31 - Macallister Institute (MITE)		
32 - CRASH INC		
33 - Reflections Day Program		
34 - Firestarters/Arson Awareness		
35 - DUI Awareness		

Counseling	<input type="checkbox"/>	1 = Yes 2 = No
Parent Education	<input type="checkbox"/>	1 = Yes 2 = No
Tutoring	<input type="checkbox"/>	1 = Yes 2 = No
Mentor	<input type="checkbox"/>	1 = Yes 2 = No
Volunteer assigned to family	<input type="checkbox"/>	1 = Yes 2 = No
Program Separation Date *	_ _ _ _ _ _ _ _ _ _ _ _	
(record for exp & ctrl)		
Separation Reason	_	
(record for exp & ctrl)		
1= Successful termination		
2= Moved from area		
3= Special program placement		
4= CYA Commitment		
5= Remand		
6= Death		
7= Other		
Probation Separation Date **	_ _ _ _ _ _ _ _ _ _ _ _	
*Program separation = code all 2's on the front for service plan and 99's for face-to-face.		
**Probation separation = code all 2's on the front for service plan and 00's for face-to-face.		

**San Diego County ROPP
6 MONTH REASSESSMENT**

REJIS# _____

NAME (SANDAG ID#) _____

Reassessment # (1-6)

Period Covered by Reassessment:

Beginning Date End Date

FAMILY ISSUES	<input type="checkbox"/>	1 = yes; 2 = no; 3 = unknown
Lack of Supervision & Control	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Criminal Family Influence	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Family Violence	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
CAR reports	<input type="checkbox"/>	1 = Yes 2 = No
Documented family/domestic violence	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Significant stress due to one or more of the following:	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk *(No, if cultural assimilation is only "yes" answer)
Marital discord or divorce	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Financial problems	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Abandonment	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Death within the family	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Frequent relocations	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Substance abuse	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Serious illness/disability	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Home unstable, chaotic, turmoil	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
* Difficulty in cultural assimilation inc. language	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk
Other	<input type="checkbox"/>	1 = Yes 2 = No 3 = Unk

LIVING ARRANGEMENT

Minor resides with/in: 1 = 2 natural parents; 2 = mother/stepfather
3 = father/stepmother; 4 = single mother
5 = single father; 6 = single mother & partner
7 = single father & partner; 8 = single mother & adult relatives; 9 = single father & adult relatives 10 = other adult relatives; 11 = non-relatives 12 = foster parents; 13 = group home; 14 = placement institution; 15 = private hospital

Total number of people who reside in the home:

# of parents	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
# of siblings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
# other adult relatives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
# other minor relatives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
# other unrelated adults	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
# other unrelated minors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

DOB each sibling in home (UPDATE ONLY)

Sibling #1	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #2	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #3	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #4	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #5	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #6	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sibling #7	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**San Diego County ROPP
6 MONTH REASSESSMENT**

REJIS# _____

Number of address changes over past 6 months 0 = none; 1 = one; 2 = two or more 3 = unknown
 Is family receiving public assistance? 1 = yes; 2 = no; 3 = unknown

SCHOOL ISSUES 1 = yes; 2 = no; 3 = unk

Enrolled in school? 1 = yes; 2 = no; 3 = unk
 Type of school 1 = comprehensive; 2 = alternative; 3 = court;
 4=private; 5 =independent study; 6=NA

Current Grade Level
 Above, at, or below grade level 1 = above; 2 = at; 3 = below grade level
 If below, number of years below 99 = unk

Total school days - past 6 months 999 = unk
 Total days attended - past 6 months 999 = unk

Current Grade point average *either GPA or pass/fail – not both
 If pass/fail, is minor passing? (use if in grade school) 1 = yes; 2 = no; 3 = unknown

Number of classes passed most recent report 99 = unk
 Number of classes failed - most recent report 99 = unk
 Total credits past 6 months **High School only (9+)** 999 = unk (slash thru if not in high school)

Total suspensions - past 6 months 99 = unk
 Total expulsions - past 6 months 99 = unk

Diagnosed_learning disability- ADD, severe dyslexia 1 = yes; 2 = no; 3 = unk (once a yes, always a yes – check with initial)

SUBSTANCE ABUSE ISSUES 1 = yes; 2 = no known pattern of use

Alcohol Abuse 1 = No, No known pattern of use
 2 = Yes, Occasional use
 3 = Yes, Frequent Use (weekly or daily)

Drug or Chemical Abuse 1 = No, No known pattern of use
 2 = Yes, Occasional use
 3 = Yes, Frequent Use (weekly or daily)

PRE-DELINQUENCY BEHAVIORS 1 = yes; 2 = no; 3 = unk

Gang Identification 1 = Yes; 2 = No; 3 = unk
Stealing and Theft Pattern 1 = Yes; 2 = No; 3 = unk
Runaway or Stayaway Pattern 1 = Yes; 2 = No; 3 = unk
of episodes
Criminal Peers 1 = Yes; 2 = No; 3 = unk

INITIAL STRENGTHS/PROTECTIVE FACTORS

Positive adult relationship/mentor 1 = yes; 2 = no; 3 = unk
 Involvement in pro-social activities/sports 1 = yes; 2 = no; 3 = unk
 Employed 1 = yes; 2 = no; 3 = unk

San Diego County ROPP Program
SERVICES RECEIVED REJIS # _____

DATE

MONTHLY UPDATE #

Interim Service Update

1 = Yes 2 = No

NAME (SANDAG ID#) _____

SERVICES RECEIVED BY MINOR & FAMILY

Face-to-face contacts:

with the minor
 with the minor's family
 with collateral individuals

Search and Seizure

Total positive
 Total negative

Testing

Total positive
 Total negative

Transportation provided to household members

Total trips provided by DPO
 Total trips provided by staff/volunteers
 Total trips provided this month

Restitution (victim)

\$ amount collected this month
 Obligation completed 1 = Yes 2 = No
 Date completed

Community Service

Hours completed this month
 Obligation completed 1 = Yes 2 = No
 Date completed

Fines (court)

\$ amount collected this month
 Obligation completed 1 = Yes 2 = No
 Date completed

OTHER ACTIVITIES

Mediation

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Classes

Class 1

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Class 2

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Class 3

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Class 4

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Class 5

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

San Diego County ROPP Program
SERVICES RECEIVED REJIS # _____

OTHER ACTIVITIES - Continued

Counseling - Individual

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

Parent Education

Attended 1 = Yes 2 = No
 Successfully completed 1 = Yes 2 = No
 Date completed

OTHER ACTIVITIES - Community

Tutoring

Attended 1 = Yes 2 = No
 Completed 1 = Yes 2 = No
 Date completed

Mentor #1 Assigned/Linked

1 = Yes 2 = No
 Relationship Terminated 1 = Yes 2 = No
 Date Terminated

Mentor #2 Assigned/Linked

1 = Yes 2 = No
 Relationship Terminated 1 = Yes 2 = No
 Date Terminated

Volunteer #1 Assigned/Linked

1 = Yes 2 = No
 Relationship Terminated 1 = Yes 2 = No
 Date Terminated

Volunteer #2 Assigned/Linked

1 = Yes 2 = No
 Relationship Terminated 1 = Yes 2 = No
 Date Terminated

CUSTODY

In-Custody During reporting period

1 = Yes 2 = No
 Total days in-custody
 Total days related to initial commitment
 Total days related to subsequent offense
 Total days to administrative placement

WARRANT STATUS

Warrants issued during reporting period

1 = Yes 2 = No
 Number of warrants issued during period
 Number of days on warrant status during period

San Diego ROPP Program

REFERRAL

REJIS # _____

REASSESSMENT # |__|

(SANDAG ID#) _____

SUBSEQUENT COURT REFERRALS

For the minor:

Subsequent 300 referrals (substantiated)	__	1 = Yes 2 = No
Subsequent CAR Reports	__	1 = Yes 2 = No
Number of CAR Reports	__ __	
Subsequent 601 WIC referrals (status offenses)	__	1 = Yes 2 = No
Number of 601 WIC Referrals	__	
Total number filed	__ __	
Number sustained	__ __	
Subsequent 602 WIC referrals (criminal offenses)	__	1 = Yes 2 = No
Number of 602 WIC Referrals	__	
Total number filed	__ __	
Number filed as new law violations	__ __	
Number filed as Probation Violations	__ __	
Number sustained (True Finding)	__ __	

SUBSEQUENT – FOR SIBLINGS LIVING WITH MINOR

For the minor’s siblings with same home of record: Slash thru if no sibs living with the minor.

Subsequent 300 referrals	__	1 = Yes 2 = No
Subsequent CAR Reports	__	1 = Yes 2 = No
Subsequent 601 WIC referrals	__	1 = Yes 2 = No
Subsequent 602 WIC referrals	__	1 = Yes 2 = No

CUSTODY

In-Custody During reporting period	__	1 = Yes 2 = No
Total days in-custody	__ __ __	
Total days related to initial commitment	__ __ __	
Total days related to subsequent offense	__ __ __	
Total days to administrative placement	__ __ __	

WARRANT STATUS

Warrants issued during reporting period	__	1 = Yes 2 = No
Number of warrants issued during period	__	
Number of days on warrant status during period	__ __ __	

8% ASSESSMENT FORM

Date: _____ - _____ - _____

- Please Check:
- One Month Assessment**
 - 6 Month Re-Assessment**
 - 12 Month Re-assessment**
 - 18 Month Re-Assessment**
 - 24 Month Re-Assessment**

Juvenile's Name: (Last)_____ (First)_____

Special Education: Yes No Unknown

Based on: I.E.P./diagnosed
 Indicated, no I.E.P.

Primary Language: _____

Probation Officer: _____

REJIS Number: _____

	<u>Without Sibs</u>	<u>With Sibs</u>
AT RISK:	_____	_____
SAFE:	_____	_____
THRIVING:	_____	_____
TOTAL:	_____	_____

8% ASSESSMENT FORM

of Siblings living in the home _____

of Siblings to be Assessed (first grade and up) _____

Not to be entered. For Quality Control Purposes Only.

Names and ages of siblings

Special Circumstances/Comments/Notes

8% ASSESSMENT FORM

JUVENILE'S ALCOHOL/DRUG USE

At Risk Score: _____ Enter number of boxes checked in this category.
 Considerable substance abuse with serious consequences.
 Denies problem, not in treatment.
 Has been extensively exposed to parental usage or consequences of usage.

Safe Score: _____ Enter number of boxes checked in this category.
 No or rare use of alcohol; rare use of marijuana, no use of other drugs.
 Willingness to address the problem, has sought treatment or currently in treatment.
 Has been minimally exposed to parental usage and/or consequences of parental use.

Thriving Score: _____ Enter number of boxes checked in this category.
 No drug or alcohol use.
 Former abuser that follows effective recovery treatment or no treatment necessary.
 Has not been exposed to parental usage or consequences of parental use.

Sources: Bruner Scale and Homestart Scale 18: Child's substance abuse

8% ASSESSMENT FORM

PARENTAL ALCOHOL/DRUG USE

At Risk Score: _____ Enter number of boxes checked in this category.
 Considerable substance abuse with serious consequences.
 Denies problem, not in treatment.
 No discussion of drug/alcohol usage in the home.
 Exposes child to their usage.

Safe Score: _____ Enter number of boxes checked in this category.
 No or rare use of alcohol; no use of other drugs including marijuana.
 Willingness to address the problem, has sought treatment or currently in treatment.
 Parent(s) discuss use of drugs/alcohol with juvenile and siblings, voices disapproval of use for all in home.
 Minimal exposure of children to parental usage.

Thriving Score: _____ Enter number of boxes checked in this category.
 No drug or alcohol use.
 Former abuser that follows effective recovery treatment or no treatment necessary.
 Parent(s) direct juvenile and siblings into alternative activities needed for healthy, abuse-free lifestyle.
 No child exposure to parental usage.

Sources: Bruner Scale and Homestart Scale 18: Child's substance abuse

8% ASSESSMENT FORM

MENTAL HEALTH OF JUVENILE

- At Risk Score:** _____ Enter number of boxes checked in this category.
- Juvenile’s functioning and daily activities are impaired.
 - Juvenile has some significant ideas and consideration of suicide and/or and actual suicide attempt.
 - Juvenile not using medication or treatment, but behavior indicates a need.
 - Actively act out anger or stress, damages other’s or own property, extremely disruptive/violent/dangerous, chronic/sever hyperactivity or other serious behavioral problem.
- Safe Score:** _____ Enter number of boxes checked in this category.
- Though daily functioning not impaired, due to stressful life events, juvenile is experiencing psychological distress (i.e., demeanor includes anxiousness, stress, depression).
 - Juvenile has some very transient and non-substantive thoughts about suicide.
 - Juvenile has and uses medication appropriately.
 - Anger displayed by verbal outbursts at appropriate people, disruptive or difficult to control, occasional pattern of mild hyperactivity.
- Thriving Score:** _____ Enter number of boxes checked in this category.
- Juvenile has no symptoms of psychological disturbance or acting out behavior.
 - No thoughts at all about suicide.
 - No need to medicate, stabilized on medication.
 - Ability to redirect anger to alternative channels, no evidence of hyperactivity, minor behavioral problems are appropriately addressed.

Sources: Bruner Scale, CYO-LSI G2 questions regarding counseling/suicide, and Homestart Scale 7: Parent’s mental health

8% ASSESSMENT FORM

MENTAL HEALTH OF PARENT(S)

At Risk Score:

_____ Enter number of boxes checked in this category.

- Parent(s)' functioning and daily activities are impaired (Can't get up, go to work, etc.).
- Parent(s) have some significant ideas and consideration of suicide and/or actual suicide attempt.
- Parent(s) not using medication or treatment, but behavior indicates a need.
- Denial of mental illness in home or family.
- Actively act out anger or stress, damages other's or own property.

Safe Score:

_____ Enter number of boxes checked in this category.

- Though daily functioning not impaired, due to stressful life events parent(s) are experiencing psychological distress (i.e., demeanor includes anxiousness, stress, depression).
- Parent(s) have some very transient and non-substantive thoughts about suicide.
- Parent(s) have and use medication appropriately.
- Family discusses mental illness & willing to look at options.
- Anger displayed by verbal outbursts at appropriate people.

Thriving Score:

_____ Enter number of boxes checked in this category.

- Parent(s) have no symptoms of psychological disturbance or acting out behavior.
- No thoughts at all about suicide.
- No need to medicate/Stabilized on medication.
- Strong family involvement and support.
- Ability to redirect anger to alternative channels.

Sources: Bruner Scale, CYO-LSI G2 questions regarding counseling/suicide, and Homestart Scale 7: Parent's mental health

8% ASSESSMENT FORM

JUVENILE'S EDUCATION

- At Risk Score:** _____ Enter number of boxes checked in this category.
- Pattern of truancy and unexcused tardiness of juvenile documented in the last year.
 - Failing grades, course work is incomplete.
 - One or more referrals to SARB within the past year.
 - Juvenile displays serious misconduct in class, failing citizenship grades.
 - No or unrealistic vocational goals and/or sees no connection between work and school.

- Safe Score:** _____ Enter number of boxes checked in this category.
- Minimal truancy or unexcused tardiness.
 - Only one or two grades below average (C), course work is complete.
 - No referrals to SARB within past year.
 - Juvenile is occasionally disobedient or disruptive in class, citizenship grades below average but not failing.
 - Has reasonable vocational goals and/or sees connection between work and school.

- Thriving Score:** _____ Enter number of boxes checked in this category.
- No unexcused absences or tardiness.
 - Grades are average or better for at least one semester, established pattern of school achievement, improvement in coursework.
 - No SARB referral ever.
 - Not considered a problem student in class, citizenship grades are average or better for at least one semester.
 - Has a plan for attaining vocational goals.

Sources: Bruner Scale, CYO-LSI Education/Employment Problems C1, and Homestart Scale 24: Child's school adjustment

8% ASSESSMENT FORM

PARENTAL EDUCATION AND EDUCATIONAL VIEWS

At Risk Score: _____ Enter number of boxes checked in this category.

- School drop out, history of academic failure.
- Does not consider formal learning/education important.
- Does not set nor pursue systematic career and personal goals or has not achieved career goals.

Safe Score: _____ Enter number of boxes checked in this category.

- Has High School diploma or GED.
- Ambivalent attitude toward formal learning.
- Sets and pursues short-term career and personal goals or has achieved short term career goals.

Thriving Score: _____ Enter number of boxes checked in this category.

- Has post secondary education or vocational training.
- Positive, supportive attitude toward formal learning.
- Sets and pursues long-term career and personal goals.

Source: Bruner Scale, Reflections Advisory Committee

8% ASSESSMENT FORM**PEER AFFILIATION/COMMUNITY TIES/FAMILY RELATIONS****At Risk Score:**

- _____ Enter number of boxes checked in this category.
- Juvenile's associations have strong negative influence. Most are involved in delinquent behavior/gangs.
 - Parent(s) have no close friends or relatives that be counted on or turned to regularly.
 - Isolated from community with no community ties.
 - No family identity - family make-up changes frequently. Family structure is constantly in flux.
 - Family is overwhelmed by any form of stress, regardless of how minor.

Safe Score:

- _____ Enter number of boxes checked in this category.
- Some of juvenile's peers are oriented toward delinquency, occasional negative results, or lack of peer relationships.
 - Parent(s) have some contact with one or two close relatives or close friends who do not live in the household.
 - Association with neighbors and/or cultural, ethnic, or religious associations is limited.
 - Family structure has recently changed or appears likely to change in the near future but there are still some positive interactions and a sense of a family unit.
 - Family copes adequately only with minor stress, and even then may show some signs of deterioration in functioning.

Thriving Score:

- _____ Enter number of boxes checked in this category.
- Juvenile's peers provide good support/influence, non-delinquent friends.
 - Parent(s) have frequent and regular contact with several relatives and/or close friends who do not live in the household.
 - Active in community, regularly involved with neighbors and/or cultural, ethnic, or religious associations.
 - Family structure is intact. Strong, positive family identity. If changes have occurred, family is adapting well.
 - Family appears to cope well with all forms of stress.

Sources: Bruner Scale, DSS Family Assessment Analysis Factor 17: Family Interactions/Relationships and Factor 18: Strength of Family Support Systems, Homestart Scale 5: Family's social support, NCCD Michigan Delinquency Risk Assessment Scale, and Wisconsin Delinquency Risk Assessment Scale.

8% ASSESSMENT FORM

PARENTING

At Risk Score: _____ Enter number of boxes checked in this category.

- Very few established rules and few and inconsistent consequences.
- Know very few of juvenile's friends and/or are rarely aware of activities.
- Rarely demonstrate much attachment, affection, acceptance, or approval. Little or no evidence of bonding.

Safe Score: _____ Enter number of boxes checked in this category.

- Some consistent rules with relatively consistent consequences.
- Knowledge of what juvenile is doing, and who their friends are (at least by facial or name recognition).
- Occasional expression of attachment, affection, and acceptance with marginal bonding. Affection for and acceptance of juvenile usually expressed in measured terms and not often spontaneously.

Thriving Score: _____ Enter number of boxes checked in this category.

- Clear and consistent rules with clear and consistent consequences for violations that are appropriate to each child.
- Knowledge of where juvenile is, and know friends and their families.
- Warm response to desire for attachment affection, and acceptance, initiates same, highly bonded parent/child relationship.

Sources: Homestart Scale 19: Emotional scale and stimulation of children, Homestart Scale 26: Child's Home-related behavior, DSS Family Assessment Analysis Factor 8: Child/Caretaker Interaction and Factor 13: Caretaker's Parenting Skills/Knowledge, and CYO-LSI
D-3

8% ASSESSMENT FORM

CRIMINAL BEHAVIOR

- At Risk Score:** _____ Enter number of boxes checked in this category.
- Prior/Current arrest involves criminal offenses
 - 1st time ward, no supervision history; or ward is performing poorly on probation.
 - Juvenile engages in criminally dangerous or violent behavior.
 - Current criminal behavior by family members.
 - Juvenile currently active in gang activity.
- Safe Score:** _____ Enter number of boxes checked in this category.
- Juvenile is involved in status offenses only.
 - Juvenile is performing adequately under criminal justice/probation supervision.
 - Juvenile’s behavior has not been a danger to self and others, mainly a behavioral nuisance.
 - Family history of criminal behavior, though no current activity.
 - No Gang activity, however still “hangs out” w/ gang friends, may exhibit “wanna be” behavior.
- Thriving Score:** _____ Enter number of boxes checked in this category.
- Juvenile has not engaged in delinquent behavior or status offenses in the community for at least six months.
 - Juvenile no longer requires criminal justice/probation supervision.
 - Juvenile’s behavior not perfect, but displays age appropriate behavior.
 - No family involvement in criminal behavior for the past year.
 - Has cut all ties with gang friends or no gang affiliation.

Sources: Bruner Scale, CYO-LSI Criminal History Question A1, and Homestart Scale 25: Child’s delinquent behavior

8% ASSESSMENT FORM

PARENTAL EMPLOYMENT

At Risk Score: _____ Enter number of boxes checked in this category.
 No job seeking skills for any parent/guardian.
 No entry level job skills by any parent/guardian.
 Short term, temporary, or no employment, no benefits, no growth opportunities for all parent(s)/guardian(s).

Safe Score: _____ Enter number of boxes checked in this category.
 At least one parent/guardian has acquired some job seeking skills.
 At least one parent/guardian has attained marketable status.
 At least one parent/guardian is employed in a long-term position with some benefits.

Thriving Score: _____ Enter number of boxes checked in this category.
 At least one parent/guardian is employed.
 At least one parent/guardian is constantly developing transferable skills (i.e., training within career).
 At least one parent/guardian is permanently employed with full benefits.

Source: Bruner Scale, Reflections Advisory Committee

8% ASSESSMENT FORM

FAMILY INCOME / BUDGET

- At Risk Score:** _____ Enter number of boxes checked in this category.
- Because of financial difficulties, family is or will be evicted; or utilities have or will be turned off.
 - Has no checking/savings account.
 - Unpaid bills, overwhelming debt load.
- Safe Score:** _____ Enter number of boxes checked in this category.
- Basic necessities can usually be paid for.
 - Has a bank account, though unable to obtain credit.
 - Pays bills on time for the most part; delays purchases to handle debt load.
- Thriving Score:** _____ Enter number of boxes checked in this category.
- Family able to afford all necessities of daily living, with some money for recreation and/or savings.
 - Able to obtain limited, secured credit.
 - Pays bills on time; manages debt load without depriving family.

Sources: Bruner Scale and Homestart Scale 3: Financial problems

8% ASSESSMENT FORM

FAMILY HEALTH CARE

At Risk Score: _____ Enter number of boxes checked in this category.

- Not covered by insurance.
- Doesn't care for self, ignores health problems.
- No knowledge of community medical resources

Safe Score: _____ Enter number of boxes checked in this category.

- Insurance covers partial cost of care.
- Sound basic health, seeks timely treatment.
- Aware of community medical resources in the neighborhood but has not used them.

Thriving Score: _____ Enter number of boxes checked in this category.

- Covered by comprehensive insurance.
- Practices preventative health habits.
- Utilizes free clinics in the neighborhood.

Sources: Bruner Scale and Homestart Scale 20: Physical needs of the child

8% ASSESSMENT FORM

FAMILY NUTRITION

At Risk Score: _____ Enter number of boxes checked in this category.
 Juvenile and siblings are often hungry, parent(s) unable to prepare food, not enough food in the house.
 Little or no nutritional knowledge.

Safe Score: _____ Enter number of boxes checked in this category.
 Juveniles and siblings are usually not hungry, though meals may be irregular or nutritionally unbalanced.
 Understands basic nutrition.

Thriving Score: _____ Enter number of boxes checked in this category.
 Juveniles and siblings are not hungry, meals are regular and ample.
 Has and uses knowledge of basic nutrition, serving a variety of foods.

Sources: Bruner Scale and Homestart Scale 20: Physical needs of the child

8% ASSESSMENT FORM

SHELTER OF FAMILY

At Risk Score:

- _____ Enter number of boxes checked in this category.
- Physical or structural problems, safety hazards, dilapidated conditions, and/or poor maintenance possibly resulting in accident or illness and posing an immediate threat to well-being of family.
 - Non-working utilities and no plan to reinstate them
 - Filthy home environment, poor sanitation posing an immediate threat to well-being of family.
 - Extensive graffiti, gang, and criminal activity apparent in neighborhood.

Safe Score:

- _____ Enter number of boxes checked in this category.
- Some structural problems and safety hazards posing no immediate threat. Problems are fairly routine and could be repaired or corrected by family if necessary, but if ignored problem(s) would deteriorate.
 - Some utilities may be inoperative. Necessary repairs are being made or can be arranged, others are currently unnecessary due to weather conditions or substitutes are in place.
 - Trash may pile up on occasion. Minor housekeeping problems.
 - Minimal graffiti, gang, and criminal activity apparent in neighborhood.

Thriving Score:

- _____ Enter number of boxes checked in this category.
- Reasonably maintained and structurally safe inside and outside. No safety defects.
 - Utilities available, working, functional, and reliable.
 - No housekeeping problems, proper waste disposal.
 - No graffiti, gang, criminal activity apparent in neighborhood.

Sources: Bruner Scale, DSS Family Assessment Analysis Factor 21: Environmental Condition of Home, and Homestart Scale 1: Habitability

8% ASSESSMENT FORM

SIBLING # _____ ALCOHOL/DRUG USE

At Risk Score: _____ Enter number of boxes checked in this category.
 Considerable substance abuse with serious consequences.
 Denies problem, not in treatment.
 Have been extensively exposed to parental usage or consequences of usage.

Safe Score: _____ Enter number of boxes checked in this category.
 No or rare use of alcohol; no use of other drugs including marijuana.
 Willingness to address the problem, has sought treatment or currently in treatment.
 Has been minimally exposed to parental usage and/or consequences of parental usage.

Thriving Score: _____ Enter number of boxes checked in this category.
 No drug or alcohol use.
 Former abuser that follows effective recovery treatment or no treatment necessary.
 Have not been exposed to parental usage or consequences of parental usage.

Sources: Bruner Scale, DSS Family Assessment Analysis Factor 21: Environmental Condition of Home, and Homestart Scale 1: Habitability

8% ASSESSMENT FORM

MENTAL HEALTH OF SIBLING # ____

At Risk Score:

- _____ Enter number of boxes checked in this category.
- Sibling's functioning and daily activities are impaired.
 - Sibling has some significant ideas and consideration of suicide and/or and actual suicide attempt.
 - Sibling not using medication or treatment, but behavior indicates a need.
 - Actively act out anger or stress, damages other's or own property, extremely disruptive/violent/dangerous, chronic/sever hyperactivity or other serious behavioral problem.

Safe Score:

- _____ Enter number of boxes checked in this category.
- Though daily functioning not impaired, due to stressful life events, juvenile is experiencing psychological distress (i.e., demeanor includes anxiousness, stress, depression).
 - Sibling has some very transient and non-substantive thoughts about suicide.
 - Sibling has and uses medication appropriately.
 - Anger displayed by verbal outbursts at appropriate people, disruptive or difficult to control, occasional pattern of mild hyperactivity.

Thriving Score:

- _____ Enter number of boxes checked in this category.
- Sibling has no symptoms of psychological disturbance or acting out behavior.
 - No thoughts at all about suicide.
 - No need to medicate, stabilized on medication.
 - Ability to redirect anger to alternative channels, no evidence of hyperactivity, minor behavioral problems are appropriately addressed.

Sources: Bruner Scale, DSS Family Assessment Analysis Factor 21: Environmental Condition of Home, and Homestart Scale 1: Habitability

8% ASSESSMENT FORM

SIBLING # _____ EDUCATION

- At Risk Score:** _____ Enter number of boxes checked in this category.
- Pattern of truancy and unexcused tardiness of sibling documented in the last year.
 - Failing grades, course work is incomplete.
 - One or more referrals to SARB within the past year.
 - Sibling displays serious misconduct in class, failing citizenship grades.
 - No or unrealistic vocational goals and/or sees no connection between work and school.

- Safe Score:** _____ Enter number of boxes checked in this category.
- Minimal truancy or unexcused tardiness.
 - Only one or two grades below average (C), course work is complete.
 - No referrals to SARB within past year.
 - Sibling is occasionally disobedient or disruptive in class, citizenship grades below average but not failing.
 - Has reasonable vocational goals and/or sees connection between work and school.

- Thriving Score:** _____ Enter number of boxes checked in this category.
- No unexcused absences or tardiness.
 - Grades are average or better for at least one semester, established pattern of school achievement, improvement in coursework.
 - No SARB referral ever.
 - Not considered a problem student in class, citizenship grades are average or better for at least one semester.
 - Has a plan for attaining vocational goals.

Sources: Bruner Scale, DSS Family Assessment Analysis Factor 21: Environmental Condition of Home, and Homestart Scale 1: Habitability

ID NUMBER ___ ___ ___
 INTERVIEWERS INITIALS ___ ___
 DATE ___ - ___ - ___

**JUVENILE REPEAT OFFENDER PREVENTION PROGRAM (JROPP)
 YOUTH PRE-TEST INTERVIEW**

INTERVIEWER: PRIOR TO MEETING WITH THE YOUTH, ENSURE THAT INFORMED CONSENT FORM IS IN THE PROBATION FILE.

Introduction: My name is _____. I work for SANDAG. You have recently been contacted by staff at probation or social services to participate in the Juvenile Repeat Offender Prevention Program, or JROPP. As researchers, we have been asked to find out how you feel about this program. The following questions are completely confidential, and will not be shared with the staff of JROPP.

- 1) Who have you had contact with since you were assigned to this program? (READ RESPONSES AND CIRCLE ALL THAT APPLY)
 1. probation officer
 2. social worker
 3. drug/alcohol counselor
 4. psychologist
 5. someone else (who?) _____
 6. NO ONE
 7. DON'T KNOW/NOT SURE WHO'S WHO

- 2) I am going to read a series of statements about the program, tell me if you agree or disagree with each statement on a scale from 1 to 5 with 1 indicating strongly agree and 5 indicating strongly disagree. (REVIEW FULL SCALE WITH RESPONDENT BEFORE READING STATEMENTS.)

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I need the services of every staff member	1	2	3	4	5
I am not sure what services are available	1	2	3	4	5
The program staff have made good recommendations for me	1	2	3	4	5
I will benefit from the services of this program	1	2	3	4	5
I don't need any services	1	2	3	4	5
I have a good relationship with program staff	1	2	3	4	5
Program staff do not understand my needs	1	2	3	4	5

- 3) As far as you know, what is the purpose of this program? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. Reduce criminality/recidivism
 2. Reduce drug/alcohol use
 3. Improve school attendance
 4. Improve school performance
 5. Improve family relations
 6. Improve peer associations
 7. Increase use of community resources
 8. Other (please specify) _____
- 4) How would you describe your relationship with your parents and other family members? Would you say it is... (READ RESPONSES)?
1. very positive (GO TO QUESTION 6)
 2. positive (GO TO QUESTION 6)
 3. neither positive or negative
 4. negative
 5. very negative
- 5) What areas need improvement? (READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. fighting (e.g., between parents, between siblings, between parents and children)
 2. my drug/alcohol use
 3. parental drug/alcohol use
 4. physical abuse
 5. sexual abuse
 6. verbal abuse
 7. financial constraints (not enough money to cover expenses)
 8. housing (the house is run down and in need of repair)
 9. other (please specify) _____
- 6) Do(es) your parent(s) participate in this program?
1. yes (GO TO QUESTION 8)
 2. no
- 7) Why not? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. don't feel it is necessary/don't want to
 2. don't have the time
 3. feel the requirements should not pertain to our family
 4. other (please specify) _____
- 8) Do(es) your parent(s) approve of most of your friends?
1. yes (GO TO QUESTION 10)
 2. no

- 9) Why not? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. they are gang members
 2. they use drugs
 3. they are a bad influence
 4. other (please specify) _____
- 10) Has your probation officer mentioned how s/he feels about your friends?
1. yes
 2. no (GO TO QUESTION 13)
- 11) Does s/he approve of your friends?
1. yes (GO TO QUESTION 13)
 2. no
- 12) Why not? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY)
1. they are gang members
 2. they use drugs
 3. they are a bad influence
 4. other (please specify) _____
- 13) Are you currently enrolled in school (were you enrolled just before summer)?
1. yes
 2. no (GO TO QUESTION 23)
- 14) What type of school are (were) you attending?
1. regular/comprehensive
 2. alternative
 3. court/summit
 4. private
 5. independent study
 6. other (please specify) _____
- 15) About how many school days did you miss in the last month (that school was in session)? _____
- 16) During this (most recent) school year has (have) your parent(s) gotten involved in your school activities?
1. yes
 2. no (GO TO QUESTION 18)
- 17) How?

- 18) Do you receive encouragement from your parents about school?
1. yes
 2. no (GO TO QUESTION 20)

19) How?

- 20) Are you satisfied with your grades?
1. yes (GO TO QUESTION 22)
 2. no

- 21) Do you think your grades need to be improved?
1. yes
 2. no

- 22) Do you think your parents are satisfied with your grades?
1. yes
 2. no

23) Please tell me if you have ever tried any of the following drugs? (READ DOWN DRUG LIST AND CIRCLE APPROPRIATE RESPONSE IN EVER TRIED COLUMN. FOR EVERY YES RESPONSE, ASK FOLLOW-UP QUESTIONS. ONLY ASK ABOUT USE WITHIN IN PAST 3 DAYS IF USED IN PAST 30 DAYS. ASK LAST QUESTION FOR ALL DRUGS EVER TRIED.)

	Ever Tried		How old were you when you first tried (READ DRUG TYPE)? (WRITE IN AGE)	Have you used (READ DRUG TYPE) in the past 30 days?		Have you used (READ DRUG TYPE) in the past 3 days?		Do you think you have a problem with (READ DRUG TYPE) use?	
	Yes	No		Yes	No	Yes	No	Yes	No
Alcohol	1	2		1	2	1	2	1	2
Tobacco	1	2		1	2	1	2	1	2
Marijuana	1	2		1	2	1	2	1	2
Cocaine/Crack	1	2		1	2	1	2	1	2
Crystal meth	1	2		1	2	1	2	1	2
LSD	1	2		1	2	1	2	1	2
PCP	1	2		1	2	1	2	1	2
Inhalants	1	2		1	2	1	2	1	2

24) Which of the following phrases most closely describes your feelings about the possibility of...

	I am not at all worried about it	I am somewhat worried about it	I am very worried about it
Being charged with a probation violation	1	2	3
Being sent to Juvenile Hall	1	2	3
Being sent to Camp	1	2	3

25) Overall, with respect to the plan probation has worked out for you, which of the following statements comes close to how you feel about it: (READ REASPNSES AND CIRCLE ONLY ONE)

1. no one asked for my opinion or ideas
2. my opinion and ideas were ignored
3. my opinion and ideas were used
4. DON'T KNOW ABOUT ANY PLAN (DO NOT READ. CIRCLE ONLY IF VOLUNTEERED BY RESPONDENT.)

26) Do you have any other general comments about the program or your involvement in it?

1. Yes
2. No (GO TO END)

27) Please specify.

ID NUMBER ___ ___ ___
 INTERVIEWERS INITIALS ___ ___
 DATE ___ - ___ - ___

**JUVENILE REPEAT OFFENDER PREVENTION PROGRAM (JROPP)
 YOUTH POST-TEST INTERVIEW**

INTERVIEWER: PRIOR TO MEETING WITH THE YOUTH, ENSURE THAT INFORMED CONSENT FORM IS IN THE PROBATION FILE.

Introduction: Hi, my name is _____. I work for the San Diego Association of Governments. We are researchers who are evaluating the Juvenile Repeat Offender Prevention Program, JROPP. Now that you have been involved with the program for some time, we would like to ask a few questions concerning your experience with the program. Your answers are completely confidential, and will not be shared with the staff of JROPP.

- 1) How would you rate your experience with the program over the past six months? Would you say... (READ RESPONSES)?
 1. very positive (GO TO QUESTION 3)
 2. positive (GO TO QUESTION 3)
 3. neither positive or negative
 4. negative
 5. very negative

- 2) Why? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
 1. Too much time required for participation
 2. Too many people involved
 3. Not necessary
 4. Other (please specify) _____

- 3) Please tell me how helpful each of the following staff have been over the past six months on a scale from 1 to 5 with 1 indicating very helpful and 5 indicating not helpful at all. (READ RESPONSES AND CIRLE APPROPRIATE RANKING.)

	Very helpful	Some what Helpful	Neither helpful or unhelpful	Not Very Helpful	Not helpful at all	No contact
Probation officer	1	2	3	4	5	7
Social worker	1	2	3	4	5	7
Drug/alcohol counselor	1	2	3	4	5	7
Psychologist	1	2	3	4	5	7
Other (please specify)_	1	2	3	4	5	7

- 4) I am going to read a series of statements about the program, tell me if you agree or disagree with each statement on this scale from 1 to 5 with 1 indicating strongly agree and 5 indicating strongly disagree.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
I need the services of every staff member	1	2	3	4	5
I am not sure what services are available	1	2	3	4	5
The program staff have made good recommendations for me	1	2	3	4	5
I will benefit from the services of this program	1	2	3	4	5
I don't need any services	1	2	3	4	5
I have a good relationship with program staff	1	2	3	4	5
Program staff do not understand my needs	1	2	3	4	5

- 5) Do you think **you** have benefited from the program?
1. Yes (GO TO QUESTION 7)
 2. No (ASK QUESTION 6 AND THEN GO TO QUESTION 8)
- 6) Why not? (READ OPTIONS. CIRCLE ALL THAT APPLY.)
1. help not needed or wanted
 2. appropriate services not received
 3. no participation
 4. other (please specify) _____
- 7) How have **you** benefited? (READ OPTIONS. CIRCLE ALL THAT APPLY.)
1. Reduced alcohol and other drug use
 2. Improved grades
 3. Improved school attendance
 4. More positive peers
 5. More positive recreational activities
 6. Employed
 7. Other (please specify) _____
- 8) Do you think your **family** has benefited from the program?
1. Yes (GO TO QUESTION 10)
 2. No (ASK QUESTION 9 AND THEN GO TO QUESTION 11)

- 9) Why not? (READ OPTIONS. CIRCLE ALL THAT APPLY.)
1. help not needed or wanted
 2. appropriate services not received
 3. no participation
 4. other (please specify) _____
- 10) How has your family benefited? (READ OPTIONS. CIRCLE ALL THAT APPLY.)
1. Less fighting (e.g., between parents, between siblings, between parents and children)
 2. Reduced my drug/alcohol use
 3. Reduced parental drug/alcohol use
 4. Decreased physical abuse
 5. Decreased sexual abuse
 6. Decreased verbal abuse
 7. Improved finances (enough money to cover expenses)
 8. Improved housing (e.g. home repairs underway or completed)
 9. other (please specify) _____
- 11) How would you describe your relationship with your parents and other family members? Would you say it is...? (READ RESPONSES)
1. very positive (GO TO QUESTION 13)
 2. positive (GO TO QUESTION 13)
 3. neither positive or negative
 4. negative
 5. very negative
- 12) What areas need improvement? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. fighting (e.g., between parents, between siblings, between parents and children)
 2. my drug/alcohol use
 3. parental drug/alcohol use
 4. physical abuse
 5. sexual abuse
 6. verbal abuse
 7. financial constraints (not enough money to cover expenses)
 8. housing (e.g. the house is run down and in need of repair)
 9. other (please specify) _____
- 13) Has your relationship with your family improved as a result of this program?
1. Yes
 2. No (GO TO QUESTION 15)

14) Which areas have improved? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. Less fighting (e.g., between parents, between siblings, between parents and children)
2. Reduced my drug/alcohol use
3. Reduced parental drug/alcohol use
4. Decreased physical abuse
5. Decreased sexual abuse
6. Decreased verbal abuse
7. Improved finances (enough money to cover expenses)
8. Improved housing (e.g. home repairs underway or completed)
9. other (please specify) _____

15) Do(es) your parent(s) participate in this program?

1. yes (GO TO QUESTION 17)
2. no

16) Why not? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. don't feel it is necessary/don't want to
2. don't have the time
3. feel the requirements should not pertain to our family
4. other (please specify) _____

17) Do(es) your parent(s) approve of most of your friends?

1. yes (GO TO QUESTION 19)
2. no

18) Why not? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. they are gang members
2. they use drugs
3. they are a bad influence
4. other (please specify) _____

19) Has your probation officer mentioned how s/he feels about your friends?

1. yes
2. no (GO TO QUESTION 22)

20) Does he/she approve of your friends?

1. yes (GO TO QUESTION 22)
2. no

- 21) Why not? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY)
1. they are gang members
 2. they use drugs
 3. they are a bad influence
 4. other (please specify) _____
- 22) Are you currently enrolled in school (were you enrolled just before summer)?
1. yes
 2. no (GO TO QUESTION 32)
- 23) What type of school are (were) you attending?
1. regular/comprehensive
 2. alternative
 3. court/summit
 4. private
 5. independent study
 6. other (please specify) _____
- 24) About how many school days did you miss in the last month (that school was in session)? _____
- 25) During this (most recent) school year has (have) your parent(s) gotten involved in your school activities?
1. yes
 2. no (GO TO QUESTION 27)
- 26) How?
- 27) Do you receive encouragement from your parents about school?
1. yes
 2. no (GO TO QUESTION 29)
- 28) How?
- 29) Are you satisfied with your grades?
1. yes (GO TO QUESTION 31)
 2. no
- 30) Do you think your grades need to be improved?
1. yes
 2. no

31) Do you think your parents are satisfied with your grades?

1. yes
2. no

32) Have you received tutoring?

1. yes
2. no (SKIP TO 35)

33) Who have you received tutoring from? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. teachers at school
2. other students
3. parents or other family members
4. program staff (please specify) _____
5. other (please specify) _____

34) Has the tutoring been helpful?

1. yes
2. no

35) Please tell me if you have ever tried any of the following drugs? (READ DOWN DRUG LIST AND CIRCLE APPROPRIATE RESPONSE IN EVER TRIED COLUMN. FOR EVERY YES RESPONSE, ASK FOLLOW-UP QUESTIONS. ONLY ASK ABOUT USE WITHIN IN PAST 3 DAYS IF USED IN PAST 30 DAYS. ASK LAST QUESTION FOR ALL DRUGS EVER TRIED.)

	Ever Tried		How old were you when you first tried (READ DRUG TYPE)? (WRITE IN AGE)	Have you used (READ DRUG TYPE) in the past 30 days?		Have you used (READ DRUG TYPE) in the past 3 days?		Do you think you have a problem with (READ DRUG TYPE) use?	
	Yes	No		Yes	No	Yes	No	Yes	No
Alcohol	1	2		1	2	1	2	1	2
Tobacco	1	2		1	2	1	2	1	2
Marijuana	1	2		1	2	1	2	1	2
Cocaine/Crack	1	2		1	2	1	2	1	2
Crystal meth	1	2		1	2	1	2	1	2
LSD	1	2		1	2	1	2	1	2
PCP	1	2		1	2	1	2	1	2
Inhalants	1	2		1	2	1	2	1	2

36) Since you've been in ROPP, has your PO ever **threatened** to...

	Yes	No	[IF YES] Did this cause you to change your behavior?	
			Yes	No
Charge you with a probation violation?	1	2	1	2
Send you to Juvenile Hall?	1	2	1	2
Send you to Camp?	1	2	1	2

37) Since you've been in ROPP, has your PO ever **actually**...

	Yes	No	[IF YES] Did this cause you to change your behavior after you were released?	
			Yes	No
Charged you with a probation violation?	1	2	1	2
Sent you to Juvenile Hall?	1	2	1	2
Sent you to Camp?	1	2	1	2

38) Overall, with respect to the plan probation has worked out for you, which of the following statements comes close to how you feel about it: (READ OPTIONS. CIRCLE ONE ONLY.)

1. no one asked for my opinion or ideas
2. my opinion and ideas were ignored
3. my opinion and ideas were used
4. DON'T KNOW ABOUT ANY PLAN

39) What do you have to add about the program or your involvement in it?

Thank you so much for sharing with me!

ID NUMBER ___ ___ ___
INTERVIEWERS INITIALS ___ ___
DATE ___ ___ - ___ ___ - ___ ___ ___ ___

**JUVENILE REPEAT OFFENDER PREVENTION PROGRAM (JROPP)
PARENT PRE-TEST INTERVIEW**

- 1) How long have you lived in San Diego?
 1. less than one year
 2. one to five years
 3. over five years but less than ten years
 4. ten or more years

- 2) How many children under the age 18 live with you? _____

- 3) Is this your first contact with probation related to your child(ren)?
 1. Yes (GO TO QUESTION 5)
 2. No

- 4) How many times have you had a contact with probation related to your child(ren) prior to JROPP assignment? _____

5) I'm going to read a series of statements about the program, tell me if you agree or disagree with each statement on a scale from 1 to 5 with 1 indicating strongly agree and 5 indicating strongly disagree. (REVIEW FULL SCALE WITH RESPONDENT BEFORE READING STATEMENTS.)

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
My family needs the services of every staff member	1	2	3	4	5
I am not sure what services are available	1	2	3	4	5
The program staff have made good recommendations for my family	1	2	3	4	5
My family will benefit from the services of this program	1	2	3	4	5
I don't think my family needs any services	1	2	3	4	5
I have a good relationship with program staff	1	2	3	4	5
The program staff have a positive attitude	1	2	3	4	5
Program staff do not understand my needs	1	2	3	4	5
I have been able to participate in the plan for my child/family	1	2	3	4	5
I have been informed about program opportunities	1	2	3	4	5

6) As far as you know, what is the purpose of family participation in this program? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)

1. Reduce criminality/recidivism
2. Reduce drug/alcohol use
3. Improve school attendance
4. Improve school performance
5. Improve family relations
6. Improve peer associations
7. Increase use of community resources
8. Other (please specify) _____

- 7) Do you have any expectations about this program?
1. Yes
 2. No (GO TO QUESTION 10)
- 8) What are your positive expectations about your family's participation in this program? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. none
 2. improved living environment for your family (immediate needs met like housing and employment)
 3. improved school performance
 4. improved family relations
 5. more positive peer/friends for my child/children/reduced gang association
 6. reduced or no use of drugs/alcohol by me (the parent)
 7. reduced or no use of drugs/alcohol by my spouse
 8. reduced or no use of drugs/alcohol by my child (the ward)
 9. reduced or no use of drugs/alcohol by other child(ren)
 10. other (please specify) _____
- 9) What are your negative expectations? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)
1. none
 2. Too much time required for participation
 3. Too many people involved
 4. Not necessary
 5. Other (please specify) _____
- 10) How would you describe your child's relationship with you and other family members? Would you say it is...
1. very positive (GO TO QUESTION 12)
 2. positive (GO TO QUESTION 12)
 3. neither positive or negative
 4. negative
 5. very negative

11) What areas need improvement? (READ RESPONSES. CIRCLE ALL THAT APPLY.)

1. fighting (e.g., between parents, between siblings, between parents and children)
2. my child's (the ward's) drug/alcohol use
3. my drug/alcohol use
4. my spouse's drug/alcohol use
5. physical abuse
6. sexual abuse
7. verbal abuse
8. financial constraints (not enough money to cover expenses)
9. housing (e.g. the house is run down and in need of repair)
10. other (please specify) _____

12) Do you approve of most of your child's friends?

1. Yes (GO TO QUESTION 14)
2. no

13) Why not?

1. they are gang members
2. they use drugs
3. they are a bad influence
4. other (please specify) _____

14) Is your child (the one assigned to this program) currently enrolled in school (most recently before summer began)?

1. Yes
2. No

15) During this (most recent) school year, have you attended meetings at your child's school?

1. Yes
2. No (GO TO QUESTION 17)

16) How many times? ___ ___

17) During this (most recent) school year, have you met with your child's teacher?

1. Yes
2. No (GO TO QUESTION 19)

18) How many times? ___ ___

19) Do you get involved with your child's education?

1. Yes
2. No (GO TO QUESTION 21)

20) In what ways?

1. help with homework
2. meet with teachers
3. encourage involvement in extracurricular activities
4. encourage long term goals (e.g., college, career)
5. other (please specify) _____

21) Are you satisfied with your child's grades?

1. Yes (GO TO QUESTION 23)
2. no

22) Do you think your child's grades need to be improved?

1. yes
2. no

23) As a result of this project, what changes would you like to see your child(ren) make? (DO NOT READ RESPONSES. CIRCLE ALL THAT APPLY.)

1. better choice of friends/positive peer influence
2. stop using drugs
3. improve grades
4. improve school attendance
5. improve relationships with family members
6. other (please specify) _____

24) Sometimes families experience difficult times and need outside help to make their lives happier. As I read the following statements, please tell me if they apply to your family.

1. my child(ren) use drugs and/or alcohol
 2. my child(ren) need tutoring for school
 3. my child(ren) miss school frequently
 4. my child(ren) have low grades in school
 5. my child(ren)'s friends/peers engage in negative activities (e.g., participate in crime/delinquency, use drugs/alcohol, seem to be associated with a gang)
 6. I have problems with alcohol and/or drugs
 7. I have difficulty supervising/disciplining children
 8. my family has financial problems/not enough income
 9. I have marriage problems
 10. my family has housing problems (need repair)
 11. are you experiencing any other problems (please specify)
-

25) I am going to read a list of services. Please tell me if any of them have been recommended to you.

	Recommended		Is this service appropriate for your family?		Do you plan on using it?	
	Yes	No	Yes	No	Yes	No
Counseling/Therapy	1	2	1	2	1	2
Domestic Violence Counseling	1	2	1	2	1	2
Parent Training	1	2	1	2	1	2
Transportation	1	2	1	2	1	2
AA	1	2	1	2	1	2
NA	1	2	1	2	1	2
Outpatient Drug Treatment	1	2	1	2	1	2
Residential Drug Treatment	1	2	1	2	1	2
Anger Management/Conflict Resolution	1	2	1	2	1	2
Life Skills Classes	1	2	1	2	1	2
Medical/Dental Treatment	1	2	1	2	1	2
Health Education (e.g., Pregnancy Prevention, STDs)	1	2	1	2	1	2
Recreational Activities	1	2	1	2	1	2
ESL	1	2	1	2	1	2
Tutoring	1	2	1	2	1	2
Mentor	1	2	1	2	1	2
Special ED	1	2	1	2	1	2
College Prep	1	2	1	2	1	2
Job Preparedness	1	2	1	2	1	2
Access to Vocational Training	1	2	1	2	1	2
Food	1	2	1	2	1	2
Shelter	1	2	1	2	1	2
Clothing	1	2	1	2	1	2

26) How long do you think your family will be involved in this program? __ __
(RECORD IN MONTHS)

ID NUMBER ____
 INTERVIEWERS INITIALS ____
 DATE ____ - ____ - ____

**JUVENILE REPEAT OFFENDER PREVENTION PROGRAM (JROPP)
 PARENT POST-TEST INTERVIEW**

Introduction: Hi, my name is _____. I work for the San Diego Association of Governments. We are researchers who are evaluating the Juvenile Repeat Offender Prevention Program, JROPP. Now that you have been involved with the program for some time, we would like to ask a few questions concerning your experience with the program. Your answers are completely confidential, and will not be shared with the staff of JROPP.

1) How would you rate your experience with the program over the past six months?

Would you say... (READ OPTIONS)?

1. very positive (GO TO QUESTION 3)
2. positive (GO TO QUESTION 3)
3. neither positive or negative
4. negative
5. very negative

2) Why? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. Too much time required for participation
2. Too many people involved
3. Not necessary
4. Other (please specify) _____

3) Please tell me how helpful each of the following staff have been to you and your family over the past six months on this scale from 1 to 5 (HAND RESPONDENT CARD) with 1 indicating very helpful and 5 indicating not helpful at all. (READ OPTIONS. CIRCLE APPROPRIATE RANKING.)

	Very helpful	Some what Helpful	Neither helpful or unhelpful	Not Very Helpful	Not helpful at all	No contact
Probation officer	1	2	3	4	5	7
Social worker	1	2	3	4	5	7
Drug/alcohol counselor	1	2	3	4	5	7
Psychologist	1	2	3	4	5	7
Other (please specify) _____	1	2	3	4	5	7

- 4) I am going to read a list of statements about the program and staff. Based on your experience over the past six months, please tell me whether you agree on a scale from 1 to 5 with 1 indicating strongly agree and 5 indicating strongly disagree.

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
My family needs the services of every staff member	1	2	3	4	5
I am not sure what services are available	1	2	3	4	5
The program staff have made the proper recommendations for my family	1	2	3	4	5
My family is benefiting from the services of this program	1	2	3	4	5
I don't think my family needs any services	1	2	3	4	5
I have a good relationship with program staff	1	2	3	4	5
The program staff have a positive attitude	1	2	3	4	5
Program staff do not understand my needs	1	2	3	4	5
I have been able to participate in the plan for my child/family	1	2	3	4	5
I have been informed about program opportunities	1	2	3	4	5
The program staff have a positive relationship with my child/family	1	2	3	4	5
My family has received enough knowledge and resources to continue a positive relationship in the future.	1	2	3	4	5
The program has had a positive impact on my family.	1	2	3	4	5
The program staff are accessible (easy to reach).	1	2	3	4	5

- 5) Do you think your family has benefited from the program?
1. Yes (GO TO QUESTION 7)
 2. No (ASK QUESTION 6 AND THEN GO TO QUESTION 8)

6) Why not? (READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. help not needed or wanted
2. appropriate services not received
3. no participation
4. other (please specify) _____

7) How has your family benefited? (READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. Less fighting (e.g., between parents, between siblings, between parents and children)
2. Reduced my drug/alcohol use
3. Reduced child's drug/alcohol use
4. Decreased physical abuse
5. Decreased sexual abuse
6. Decreased verbal abuse
7. Improved finances (enough money to cover expenses)
8. Improved housing (e.g. home repairs underway or completed)
9. other (please specify) _____

**8) How would you describe your child's relationship with you and other family members?
Would you say it is... (READ OPTIONS)?**

1. very positive (GO TO QUESTION 10)
2. positive (GO TO QUESTION 10)
3. neither positive or negative
4. negative
5. very negative

9) What areas need improvement? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. fighting (e.g., between parents, between siblings, between parents and children)
2. my drug/alcohol use
3. child's drug/alcohol use
4. physical abuse
5. sexual abuse
6. verbal abuse
7. not enough money
8. housing (e.g. the house is run down and in need of repair)
9. other (please specify) _____

10) Has your relationship with your child improved as a result of this program?

1. Yes
2. No (GO TO QUESTION 12)

11) Which areas have improved? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. Less fighting (e.g., between parents, between siblings, between parents and children)
2. Reduced my drug/alcohol use
3. Reduced child's drug/alcohol use
4. Decreased physical abuse
5. Decreased sexual abuse
6. Decreased verbal abuse
7. Improved finances (enough money to cover expenses)
8. Improved housing (e.g. home repairs underway or completed)
9. other (please specify) _____

12) Do you approve of most of your child's friends?

1. yes (GO TO QUESTION 14)
2. no

13) Why not? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. they are gang members
2. they use drugs
3. they are a bad influence
4. other (please specify) _____

14) Is your child (the one assigned to this program) currently enrolled in school (most recently before summer began)?

1. Yes
2. No (GO TO QUESTION 24)

15) Over the past six months, have you attended meetings at your child's school?

1. Yes
2. No (GO TO QUESTION 17)

16) How many times? _____

17) Over the past six months, have you met with your child's teacher(s)?

1. Yes
2. No (GO TO QUESTION 19)

18) How many times? _____

19) In the past six months, have you been involved with your child's education?

1. Yes
2. No (GO TO QUESTION 21)

20) In what ways? (DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. help with homework
2. meet with teachers
3. encourage involvement in extracurricular activities
4. encourage long term goals (e.g., college, career)
5. other (please specify) _____

21) Over the past six months, have your child's grades improved?

1. yes
2. no

22) Are you satisfied with your child's grades?

1. yes (GO TO QUESTION 24)
2. no

23) Do you think your child's grades need to be improved?

1. yes
2. no

24) Have you noticed improvements in your child over the past six months?

1. Yes
2. No (GO TO QUESTION 26)

25) Which members of the program staff do you feel played the largest role in your child's improvement? (READ OPTIONS. CIRCLE ALL THAT APPLY.)

1. probation officer
2. social worker
3. drug/alcohol counselor
4. psychologist
5. other (please specify) _____

26) As a result of this project, what changes has your child made? (DO NOT READ OPTIONS. CHECK ALL THAT APPLY.)

1. better choice of friends/positive peer influence
2. stopped using drugs
3. improved grades
4. improved school attendance
5. improved relationships with family members
6. other (please specify) _____

27) What changes would you still like your child to make? (DO NOT READ OPTIONS. CHECK ALL THAT APPLY.)

1. better choice of friends/positive peer influence
2. stopped using drugs
3. improved grades
4. improved school attendance
5. improved relationships with family members
6. other (please specify) _____

28) In what area did your child (the ward) benefit the most as a result of this program? (DO NOT READ OPTIONS. CHOOSE ONE ANSWER.)

1. better choice of friends/positive peer influence
2. stopped using drugs
3. improved grades
4. improved school attendance
5. improved relationships with family members
6. other (please specify) _____

29) Sometimes families experience difficult times and need outside help to make their lives happier. As I read the following statements, please tell me if they have ever applied to your family. (READ ALL OPTIONS AND CIRCLE APPROPRIATE ANSWER IN ISSUE COLUMN. FOR EVERY YES ANSWER, ASK FOLLOW-UP QUESTIONS.)

	Issue		(If yes) Has this changed due to your participation in the program?		(If yes) Is it better or worse?	
	Yes	No	Yes	No	Better	Worse
my child(ren) use(s) drugs/alcohol	1	2	1	2	1	2
my child(ren) need(s) tutoring for school	1	2	1	2	1	2
my child(ren) miss(es) school frequently	1	2	1	2	1	2
my child(ren) has (have) low grades in school	1	2	1	2	1	2
my child(ren)'s friends/peers engage in negative activities (e.g., participate in crime/delinquency, use drugs/alcohol, seem to be associated with a gang)	1	2	1	2	1	2
I have problems with drugs/alcohol	1	2	1	2	1	2
I have difficulty supervising/disciplining children	1	2	1	2	1	2
My family has financial problems (not enough income)	1	2	1	2	1	2
I have marriage problems	1	2	1	2	1	2
My family has housing problems (need repair)	1	2	1	2	1	2

30) Now, I am going to read you a list of services. Please tell me which ones have been recommended to you.

Services	Recommended		(If yes) Is this service appropriate for your family?		(If yes) Have you used this service as a result of this program?		(If yes) Does your child look forward to using this service?		(If yes) Was the service able to help you ?		(If no) Why?			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Waiting List	Limited Staff	Communication Problem	Other (Please Specify)
Counseling/ Therapy	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Domestic Violence Counseling	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Parent Training	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Transportation	1	2	1	2	1	2	1	2	1	2	1	2	3	4
AA	1	2	1	2	1	2	1	2	1	2	1	2	3	4
NA	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Outpatient Drug Treatment	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Residential Drug Treatment	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Anger Management/ Conflict Resolution	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Life Skills Classes	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Medical/Dental	1	2	1	2	1	2	1	2	1	2	1	2	3	4

Services	Recommended		(If yes) Is this service appropriate for your family?		(If yes) Have you used this service as a result of this program?		(If yes) Does your child look forward to using this service?		(If yes) Was the service able to help you ?		(If no) Why?			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Waiting List	Limited Staff	Communication Problem	Other (Please Specify)
Treatment														
Health Education (e.g., Pregnancy Prevention/ STD's)	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Recreational Activities	1	2	1	2	1	2	1	2	1	2	1	2	3	4
ESL	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Tutoring	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Mentor	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Special ED	1	2	1	2	1	2	1	2	1	2	1	2	3	4
College Prep	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Job Preparedness	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Access to Vocational Training	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Food	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Shelter	1	2	1	2	1	2	1	2	1	2	1	2	3	4
Clothing	1	2	1	2	1	2	1	2	1	2	1	2	3	4

31) What recommendations do you have for improving this program?

32) What do you have to add about the program or your involvement in it?